

# THE AUSTRALIAN LIBRARY JOURNAL

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CHALLENGE OF GREATER LIBRARIES  
REVISED EXAMINATION SYLLABUS

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Quarterly

January, 1961

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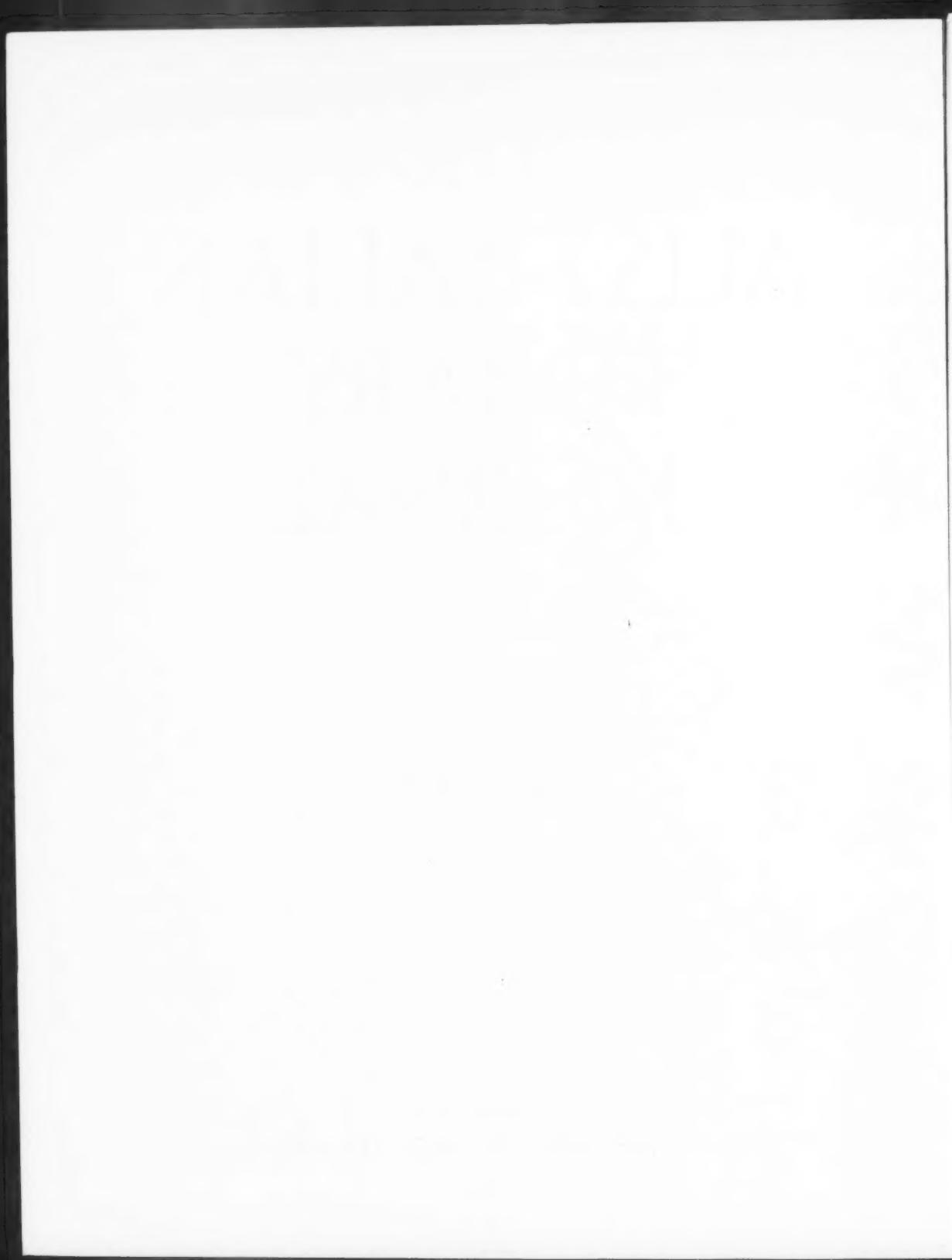




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## THE LIBRARY ASSOCIATION OF AUSTRALIA

*(Formerly The Australian Institute of Librarians)*

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# Editorial

Special attention should be given to the library implications of the first report of the Australian Universities Commission. All librarians should be concerned by the assertion that knowledge in the fast-moving world in which we live is completely replenished every ten years. If this thesis can be maintained, the rate of obsolescence of library bookstock is tremendously high.

In most scientific and technical areas there can be little doubt about the accuracy of the observation; and, since the majority of members of the A.U.C. are scientists, the evidence supporting decennial obsolescence may be presumed to be principally scientific. It is commonly stated that 75% of the work of a special library is done from periodicals and that the heavy demand is for periodicals of the last ten years. The emergence of the technical report is an indication that recency, immediate recency, is an increasing requirement of scientific and technical literature. On the other hand, there are some fields of science which are historical rather than current, botany for example, in which the basic work on the plants of a given area may have been done at almost any time in the past century. At the same time, though, one has to realize that even in a science like botany the whole field is undergoing rapid change and development due to findings made through electron microscopy.

Our question is how far the A.U.C. thesis applies in the humanities and social sciences. Clearly the historian and bibliographer, in not only these fields but science as well, want the older materials, and for them historical research collections are essential. What we need to do is reflect on the needs of others than the historian and bibliographer. Is it true, for instance, that a 1960 edition of Dickens will circulate more readily in a school or public library than a 1900 edition will? Does the modern format—typography, binding, illustrations, even plastic cover— influence reader choice? If so, a basic and large-

scale job of replenishing standard stock lies ahead; and without it, are librarians promoting the reading of classics as they should?

It is surprising how much we are dependent, or should be dependent, on recent editings. The Jowett translation of Plato has long been recognized as standard; but six years ago an excellent revision of Jowett's text was issued which should cause us to retire all previous editions from our shelves. But how many of our libraries have made the changeover? There is scarcely a sentence in the whole work which does not have at least one word changed and in many instances the whole sentence has been completely replaced.

Or take Keats: the variorum edition of Keats has just appeared and the story of Keat's great year of creative effort has likewise been disclosed within the last decade. There is, without doubt, a constant process of replenishing of knowledge in the humanities and social sciences, yet at the same time there is a major amount of material more than ten years old that belongs to library stock-in-trade. This includes biographies and bibliographies as well as creative works of literature; and it certainly includes the back files of periodicals, the development of which represents a major task for Australian libraries.

Actually the A.U.C. generalisation leaves much to be desired. The Commission realizes the need for great expansion in postgraduate education as a means of self-help to fill the academic ranks in the highly competitive years ahead. But postgraduate students, certainly in the humanities and social sciences, require collections in depth: books, periodicals and pamphlets from this and earlier decades, with heavy emphasis on older materials. Unfortunately the world market for the older material is depleted to such an extent that our libraries will have great difficulty in procuring much of the material wanted by postgraduate students.

It should be pointed out to the Commission, too, that in some fields of knowledge work of international standing is not possible in Australia until intensive development of book resources takes place. Advanced work in history other than Australian is scarcely possible locally with existing resources: yet how can our history departments rate with those of overseas universities when they cannot do proper

work in British, European, Asian, American or African history?

The Commission's report opens the door to rapid advances in Australian scholarship. But if the A.U.C. objectives are to be achieved the Commission is going to have to pay great attention to the provision of library resources, both those of the current decade and, even more urgently, those of previous decades.

---

#### MARGARET MANN

*One of the most outstanding librarians of the twentieth century, Margaret Mann, died in California in August. She was eighty-seven.*

*Her long career began, first as a student, then as a teacher of library science in the Armour Institute of Chicago. She first attracted notice in the Carnegie Library of Pittsburgh where she became head of the Catalogue Department. Her major Pittsburgh contribution was the production of the CLASSIFIED CATALOGUE OF THE CARNEGIE LIBRARY OF PITTSBURGH which for long was a valued reference tool. She also produced a list of SUBJECT HEADINGS OF JUVENILE BOOKS FOR USE IN DICTIONARY CATALOGUES.*

*From Pittsburgh Miss Mann went to the Engineering Societies' Library in New York City. There she was responsible for a notable classed catalogue in card form. Whereas the books were arranged on the shelves by relatively simple Dewey numbers, the cards in the classed catalogue were arranged with all the finesse that the Brussels classification was capable of. During her New York period she organized the system of regional catalogue groups which were an immediate and continuing success.*

*In 1926/27 Miss Mann taught cataloguing and classification in the American library school in Paris. On her return to the United States, she was met at the ship by Dr. Bishop who persuaded her to join the staff of the newly established library school at the University of Michigan. She spent eleven happy and distinguished years as professor of cataloguing in Ann Arbor where she was part of the exceptionally talented faculty which among others comprised William Warner Bishop and Carleton B. Joeckel. She retired in 1938.*

*It was Miss Mann's spirit which made her an inspiring administrator and teacher. Her outlook was intensely practical. She had the ability to instil her spirit in staff members and students alike.*

*When the Carnegie Corporation provided funds for a series of textbooks in library science, Margaret Mann was invited to prepare the volume on cataloguing. The result was her INTRODUCTION TO THE CATALOGUING AND CLASSIFICATION OF BOOKS, which ran through two editions and quickly was recognized as one of the classics of the profession. The reason for its successes was undoubtedly her fine practical spirit, demonstrating itself from chapter to chapter. Through this book Miss Mann became known to librarians all over the world; but those who were privileged to be her students in Ann Arbor are the ones who owe most to her insights.*

# The Challenge of Greater Libraries

## Management's Role and Responsibility

OWEN SLIGHT

We are living in an age of expansion. Wherever we turn today we see things which are progressively growing bigger; Corporations, Universities, Agriculture, Industries, Government Departments and Agencies, in fact every phase of human activity is assuming larger and larger proportions. With this bigness has come complexity, a complexity created largely by bigness itself. Growth on such a scale as we witness it today is calling forth new techniques for handling human and material resources in mass, and is demanding of managers and planners an entirely fresh approach to the problems facing large and complex organizations.

Australian libraries, in common with other organizations serving the needs of society, are also being affected by the problems accompanying rapid growth. Can we, however, see emerging from our own situation a new breadth of thinking and the birth of ideas suitable for embodiment into practical measures for managing this increased tempo of expansion? Or, are libraries an exceptional type of institution needing few if any adjustments to meet changing needs because the well tried and tested tools of librarianship have reached the point of development where they can withstand any degree of stress from expansion without cracking under the strain? The thoughtful can only return a negative answer to both questions.

Although there are many factors relating to the future of Australian libraries which may be in doubt there is no doubt that more than just a few of them will achieve the status of large libraries by world standards in 10 to 15 years. This is a conclusion from which no realistic escape is possible. Scientists and scholars are producing an increasing amount of printed work which our research libraries especially must receive, organize, and make avail-

able to researchers whose task it is to quickly and efficiently advance knowledge without wasteful duplication of effort. This can only mean that bigger libraries with large resources must inevitably develop in Australia in the immediate future. The growth of library resources also means that pressures from those needing to use them will increase proportionately. Use of these resources by people who must have them and have them in readily accessible form is the crux of the problem of organizing large libraries. If we succeed it will be seen and measured here, while if we fail it will be because we have not been able to bring the researcher and the resources of our libraries together. At this point let us be practical and ask ourselves two questions: Are we succeeding at the present time in fully exploiting the use of our collections? And, looking ahead, can we say that our present methods and approaches are the right ones for the solution of our major problems of efficiently organizing the masses of material which with every passing year will continue to increasingly flood our larger libraries? It is true that fools can ask questions the wisest men cannot answer, however, you are invited to keep the two questions posed above in mind as you read the following paragraphs.

On every front the careful individualistic methods and approaches evolved before this age of expansion emerged have been, or are in the process of being discarded. This has happened not, because the traditional craft methods are intrinsically wrong or faulty, but because they are inappropriate to the conditions prevailing in our modern technological culture. Many library practices are traditional in that they very closely parallel the individualistic piece by piece methods of the crafts. Our methods and practices in libraries have continued in essence unchanged since their first develop-

ment in the nineteenth century. True, we have been refining and polishing them, adding a little here and changing a little there, but essentially they are the same and have continued so long in their present form that they have achieved an orthodoxy of their own and many of them have at least the appearance of being carried out largely for their own sake. Confirmed in this way by the passage of the years, our rules and precepts have achieved in many minds the status of self evident laws which only the irreverent or the uninformed would question. In as much as library practices follow this pattern, they are very strongly flavoured with that spirit which the modern age has branded as pedestrian and incapable of meeting the challenge of bigness and complexity. If the tendency to hold uncritically to old ways is allowed to continue much longer, it will produce a decline in the effectiveness of Australian research libraries reducing them to little more than great piles of printed materials of small value to scientists and scholars. Libraries which should be one of the first places to which the researcher should go will be among the last. Because of such factors as increasing back-logs, inappropriate acquisition policies, ineffective bibliographical control and organization and inadequate personnel policies, the research libraries will not develop to the stage where it will be possible for them to make their resources available for research without what would often prove to be a frustrating waste of effort.

While the well tried and traditional methods have an appeal due to age and association with great names of the past, to retain them intact without critical re-examination at this time is not only shortsighted but dangerous. Therefore, if the challenge of the inevitable growth of Australian research libraries is to be successfully met we must firstly adjust to the fact that many of our libraries *will* grow ever larger and more complex, and that many of our traditional methods *will* have to be re-evaluated, some perhaps discarded and new ones introduced. Secondly, we must seek out and apply the principles and methods being used successfully in other organizations whose leaders having adjusted

to the changed situation are now successfully mastering the complexities inherent in the great size of their enterprises.

It is this second factor with which this article is particularly concerned because it is the great present problem crying out for a solution. Unless we become more conscious of the basic principles of organization and management, apply and adapt them to our own situation, we shall never order our libraries along lines which will create an atmosphere for constructive thought and action of a purely professional nature. Only if this is done will it be possible to produce a climate in which the technical problems faced by large modern libraries can be solved successfully. This is fundamental and necessary if we are to cope with our own particular problems of bigness and find our way out of the intricate maze into which we are being led by our growing collections.

It is precisely this dichotomy between technical and management aspects of library administration which needs to be made explicit at the present time. This is not saying that they should be divorced, such a step would be disastrous. It is saying, however, that unless we separate them in our thinking about our problems we shall experience confusion and frustration.

It is always necessary to keep in mind that management in general and executive management in particular is concerned with objectives and is accountable for success or failure in achieving them. Technical aspects of librarianship on the other hand are the means whereby objectives are achieved and are not ends in themselves. As means we must be prepared to abandon or modify them when they are no longer serving the ends of library service. Only executive management is in a position to determine when means have failed and new approaches are necessary.

The distinction here between management and executive management is drawn merely to focus attention on the fact that management is not something which applies only to the top positions of an organization. Management must function on all levels. Every professional librarian should interest himself in the principles of manage-

ment because in a greater or lesser degree he must be a manager. The term "executive management" refers to the higher levels of management, to the policy forming and advising group, comprising in most library situations the Director as the Chief Executive Officer and his Deputy or Associate Librarians. It is this executive management group in consultation with divisional specialists that formulates much of the policy endorsed by the governing body such as a Board of Trustees. Once policy has been approved by the Board or Council it then becomes the responsibility of executive management to plan ways and means, co-ordinate the activities of management at lower levels and finally to institute control measures to ensure that plans are being followed and that objectives will be attained according to set schedules.

From this brief sketch it will be seen that the key to any management situation is executive management. Ultimate accountability rests right here, at the apex of the organization structure. The entire responsibility for the success or failure of the enterprise remains solely with executive management. Planning, directing, co-ordinating, controlling are vital functions at this level and if they fail here there can be little hope that they will be successfully applied anywhere in the organization.

Perhaps the factor of most concern to executive management in libraries is the control of the technical and professional aspects of library service. These technicalities range from acquisition and processing right through to reference and circulation, in short the various elements which collectively make library service possible. They are the hands and feet of library management only and should not be allowed to control the policies of the library. It is important that this should be appreciated by those carrying out the specialized library functions.

As a library grows in size and complexity it increasingly becomes compartmentalised and this is a necessary development if efficiency on a large scale is to be achieved. Within each compartment specialists are grouped, each with his own speciality uppermost in his thoughts. Every major function is headed by a department or

sectional leader who is both an executive and a specialist. He is an executive in that he directs the activities of others. He is a specialist in that this activity is devoted to some aspect of library service such as reference, acquisition, cataloguing, etc. The executive specialists are the best people to consult on matters within their speciality, but this does not bestow on them the right or the wisdom to make final decisions within their own departments which may have an affect on other aspects of the library's work, or which may influence general policy matters.

Changes in the cataloguing procedures for instance should not be made solely on the initiative of the head of the Cataloguing Department. To take an example at random, a decision to simplify cataloguing entries may be necessary, but the decision as to what should be included and what excluded must be decided by the executive management group in collaboration with the head cataloguer, reference people and others as consultants. The problem should be viewed in its relation to the total policy of the library by the individual or group who alone is qualified to review operations as a whole and who is finally responsible for the success of the enterprise. A similar pattern should be followed for all the sectional activities of a large library. By this means a co-ordinated functioning is achieved which manifests as a smoothly running and efficient organization. The result will be a successful library achieving the ultimate objective of every library—SERVICE.

Perhaps it is not necessary to mention the fact that libraries exist and function to provide service, and that should some favoured institution achieve fame for reasons other than the service it renders this is to be ranked as being of secondary importance. Service is the keynote and mainspring of action behind every policy adopted and method employed in successful libraries. Unless great efforts are exerted to maintain service at its highest possible level the library which suffers in this regard will gradually fall into disrepute. Such a library would stand both as a deplorable monument to the failure of its administrators and a grim warning of the

consequences of the failure to serve. Libraries need to be managed exceptionally well if they are to survive as centres of learning and culture in this period of unprecedented expansion in the production of the printed word.

This article has attempted to point the general direction towards which Australian librarians should channel a high proportion of their efforts if our libraries are to make a significant contribution to the future cultural and scientific development of Australia and so maintain and even extend the position already achieved in a previous but essentially different set of circumstances. That the times have changed does not as yet appear to have been realized to any extent by librarians as a class. Are we so wedded to the past achievements of our profession that a deadening inertia has overcome us, stultifying further creative approaches to our problems? Inertia may be of great value as a stabilizer in a more static age but it will surely weigh us down at a time when great masses of printed material are pouring into our libraries. It is our duty to master and control these masses if we wish to fulfil our duly appointed role as custodians of the nation's written records. It is evident however, that very little can be done unless during the next few years great efforts are put into the task of surmounting present difficulties and planning realistic solutions to the problems of the immediate future.

There is little evidence to indicate that the library profession in Australia is preparing itself for this task of managing large libraries to the degree that is required. As yet it is not too late to remedy any lack of vision in this respect. One possibility is to encourage an active interest in library management among the younger librarians now working in the larger libraries. In order for this to take place definite policies should be formulated and acted upon with the end in view of bringing about the development along general lines of such younger librarians who have an aptitude for this type of work. Any programme designed to introduce librarians to management methods and practice would be better not divorced from regular library training

courses. This could commence at the initial training stages and be continued throughout all advanced training. A combined training along these lines would preserve the desired balance and perspective, avoiding on the one hand the spectacle of the professional librarian who knows his books and the techniques of bibliography but cannot organize his materials to maximize service, and on the other hand the figure of the "professional" manager who lacking content and appreciation of the aims and methods of libraries sets out to manage for the sake of managing alone.

A plan to introduce management training into library schools and libraries would not conflict with the development of specialist librarians, it would rather widen the scope for young people entering the profession and ensure that there will be ample talent available to share the increasing administrative burden in our larger libraries. The time has come in Australia to recognize that the administrative and management tasks of large libraries should not be thrust on any member of the staff whose primary qualification is a faithful devotion to duty over a long period of time. This statement must not be interpreted as an attempt to derogate our "greats" of the past or present, the emphasis here is on the future and its needs. The situation which we younger librarians must face in the future is unique in that the seeding factors of the present are creating problems which have not existed in Australia in the past. Management is an art requiring its own particular skills and aptitudes which must be applied in concrete situations and requires sound training and high ability if it is to be carried out successfully. To leave this aspect of library service to chance or destiny is to court disaster in the period just before us.

Training for management in libraries is one of the most neglected aspects of library service in Australia. If the large Australian libraries are to have the right type of leaders for the future with a balance in all fields a positive effort must be made to train and develop good librarians to be not simply good librarians but also good library managers. At the present time the par-

ticular need is for librarians to come to a keen realization that their professional skills will be increased in effectiveness should they also develop a capacity for management. If this is not done soon it is likely that the public authorities in charge of the growing Australian libraries will despair of their librarian specialists and be obliged to seek library managers

outside the ranks of the library profession.

It is to be hoped that the question will never need to be resolved by such an expediency because it is clear that the problems of bigness and complexity now arising in Australian libraries can best be solved by a proper blend of managerial and professional skill on the part of talented librarians.

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### COLIN McCALLUM RETIRES

Mr. C. A. McCallum, who retired as Chief Librarian of the Public Library of Victoria on 15th September, 1960, after forty years' service, was born at Geelong, and was educated at Wesley College, Melbourne, where he was a classmate of Robert G. Menzies, now Prime Minister of Australia. Mr. McCallum later graduated at the University of Melbourne.

After several years' Active Service with the A.I.F. in France he joined the staff of the Public Library in 1919. He was engaged successively in the various departments of the Library, and so was well equipped to take the position of Chief Librarian when it became vacant in 1945.

He prepared two supplements to Pitt's *Catalogue of Scientific and Technical periodicals in the libraries of Australia*. In 1950 he submitted to the Trustees of the Public Library of Victoria and the Free Library Service Board his *"Report... on a visit to Great Britain, Denmark and the United States of America"*.

After becoming Chief Librarian he effected many improvements and developments in library service in the State. He was a foundation member, ex officio, of the Free Library Service Board on its inception in 1947, established the Library Training School in 1948, was responsible

for the provision of the Australian Reading room 1954, and initiated the Archives Division in 1955.

To mark the centenary of the library Mr. McCallum wrote *"The Public Library of Victoria, 1856-1956"*, which with its coloured frontispiece and many monochrome plates serves to introduce the library to people at home and abroad.

Mr. McCallum has been greatly in demand as a speaker at public functions, and has opened some of the State's Municipal Libraries. In addition, he was a foundation member of the Australian Advisory Committee on Bibliographical Services. For some years he has been an active member of the Melbourne Rotary Club.

The Library Association of Australia and its predecessor, the Australian Institute of Librarians, have always claimed much of Mr. McCallum's time and attention, and he has twice been President of the Victorian Branch and many times a Branch Councillor.

During his retirement he proposes to continue his researches into the origin of Victorian place names of which he has details of some three thousand; but he says that there are thousands that still require investigation.

# Children's Books: The mirror of their age

JOYCE BONIWELL, Commonwealth National Library

I suppose it would be true to say that to some extent all literary works reflect the age in which they were written — its educational social and political thought — but those works written specifically for children seem to do so to a greater extent than those written for adults. They reflect adult attitudes towards children, and these attitudes are influenced by the feelings and thought of the age. The nature of children does not show essential change from generation to generation, although adults often imagine it does. It is the adult ideas about children, about their upbringing and education, which change and vary a great deal, and which are reflected in the books provided for children.

Frank Eyre remarks that "it is possible to discern a cyclical pattern in British children's books, consisting of a continual alternation between the most determinedly moral stories calculated to improve and uplift young readers, and books designed purely for pleasure." We smile now at Puritan and Victorian didacticism, and think it quaint, yet, although perhaps not as heavy-handed as of old, didacticism is still very much with us. We are inclined today to write books almost as purposeful as the severely moralistic ones of past times. I think there is little doubt that children's books are evolving towards greater freedom of expression and imagination, but all too often we are still missing out on the essential point — that worthy precepts and good intentions on the part of the author are not enough to produce a *real* story, a story with the vitality and spirit to satisfy the constant human longing for romance and adventure. We are writing too many of the kind of books which Clifton Fadiman calls "skilfully constructed, highly educational, carefully-suited-to-age, morally sanitary, psychologically impeccable", books, which belong to a state of "conscientious, blameless golden mediocrity". And we often ignore the truth that the writing of a book should be, not a casual and profit-

able leisure time activity, but a stirring and sensitive experience.

Obviously, adult attitudes influence both the writing of books for children, and the books that are made available to them. Concerned with the education and welfare of their children, adults give them the kind of books they feel they should have, so that books designed specifically for children are often books on good behaviour. Such books record the social ideals and standards which parents desire to inculcate into their children. Adult standards of good behaviour may vary from age to age, but up to, and including the present day, they are the prime motive behind the writing of many books for children. Today we may not suffer from the Puritan's obsession for saving his children from everlasting hell-fire, but we are as earnestly concerned with little Johnny's psychological attitudes, and we ply him with books guaranteed to rid him of his complexes.

It is interesting to note, however, how the books that appeal deeply to children live through generation after generation, weathering all adult storms against them. Fairy tales, for instance, have been subjected to various adult prejudices — we are always banning them or cleaning them up — yet their imaginative quality and essential truth make them universally attractive, and they spring up more vigorous than ever. Whether Mrs. Trimmer condemns *Cinderella* because "it paints some of the worst passions that can enter the human breast, and of which children should be totally ignorant"; whether a twentieth century editor damns the "excessive violence and horror" in *Hansel and Gretel*, and insists on adapting the story to "the needs of our own age" by allowing the witch to fatten Hansel on ice cream and chocolate sauce; or whether Puritan Richard Baxter preaches that "romances and idle tales are powerful baits of the devil" — the inescapable fact is that children want to be made to feel true laughter

and sorrow, delight and fear, and they find the old folk and fairy tales fully equipped to do these things. "Let them moon, let them babble, let them be scared," says Robert Paul Smith, "I guess what I am saying is that people who don't have nightmares don't have dreams."

It is also interesting to see how the books written solely for the propagation of certain precepts have usually died with the age which gave them birth. When they survive beyond it, it is because, through their didacticism, shines a vital and satisfying spark of story telling. A book once loved and accepted by children is assured of a long life. *Robinson Crusoe* and *Gulliver's Travels* (although never written with child readers in mind) are vigorously alive today, but *Sandford and Merton* and *The Fairchild Family* are decently buried. From Aesop's *Fables* to Pamela Travers' *Mary Poppins* there are certain pieces of writing whose creative quality transcends the moral, educational and/or social preoccupations of their periods. Jane and Ann Taylor who belonged to the "awful warning" school of poetry, took sufficient delight in recalling childhood impressions to produce verses like "Twinkle, Twinkle Little Star". A number of Taylor verses are happily chanted by children today, but not so the verses of Mrs. Elizabeth Turner of the same period. Mrs. Turner kept her mind strictly to the moral task in hand, and in consequence her virtuous poems have long been forgotten. *Truth is Best* is one of them:

"Yesterday *Rebecca Mason*,  
In the parlour by herself,  
Broke a handsome china basin,  
Placed upon the mantel-shelf.  
Quite alarmed she thought of going  
Very quietly away,  
Not a single person knowing  
Of her being there that day.  
But *Rebecca* recollected  
She was taught deceit to shun  
And the moment she reflected  
Told her mother what was done;  
Who commended her behaviour,  
Loved her better, and forgave her."

The chief virtue of such poems nowadays lies in the nonsense parodies they have inspired — "The Chief Defect of Henry King,

was chewing little bits of String . . ." etc., etc.

The first books designed for children were books of instruction, some of the earliest dating from King Alfred's time, and before. Their production displays considerable zeal in the cause of children's education, it being then such a painstaking and costly affair. One of the oldest methods of instruction, that of *Conversations* between the teacher and the pupil, has remained in vogue. Many writers still fancy that they are rendering the pill of fact more palatable by presenting information in the form of "question and answer" dialogue, a jolly "Uncle Bob" providing the answers.

The old folk tales from the *Gesta Romanorum*, the chivalric cycles, the fables and the bestiaries were probably among the first stories to find their way into nursery literature. For many generations simple folk and their children told these tales to one another, and listened to them with unstinted enjoyment.

In Puritan times, such tales were forbidden, being considered worldly and pernicious. Instead books such as James Janeeway's *Token for Children* (1671) were recommended reading for seventeenth century children. This book sets out to give an "exact account of the conversion, holy and exemplary lives, and joyful deaths of several young children", and its heroine, Sarah Howley, aged eight, was so much affected by the sermons she heard that they made her "deeply sensible of the condition of her soul, and her need of Christ; she wept bitterly to think what a case she was in; and she went home and got by herself into her chamber and upon her knees she wept and cried to the Lord, as well as she could." This depressing type of literature was very much a product of its period — a disturbing one, we must remember, when revolutions and religious persecution were commonplace, when the terrifying presence of a wrathful God, and the imminence of Death (and therefore, Hell) were always present in people's minds. Most of the writing, however lacked the imaginative fire of Bunyan's *Pilgrim's Progress*, a book whose impelling story is drawing child readers to it still, while the one book he wrote specifically but less masterfully for children has

long been forgotten — *Divine emblems, or Temporal things spiritualised.*

The opening date of John Newbery's bookshop, 1744, is the 1066 in the history of children's books. Few books were written especially for children before that date, and fewer, if any, were written for their unrestricted enjoyment. Indeed the very development of special books for children in the eighteenth and nineteenth centuries is a direct result of adult consciousness of their specific needs. John Newbery displaying great business acumen and good standards of book production, was able to take advantage of the waning of Puritan fervour and to publish books with some attempt at amusement. The *Little Pretty Pocket Book* "intended for the Instruction and Amusement of Little Master Tommy and Pretty Miss Polly with an agreeable Letter to read from Jack the Giant Killer, as also a Ball and a Pincushion, the use of which will infallibly make Tommy a good boy, and Polly a good girl," was one of the first books for children in which the emphasis shifted from serious concern over the fate of the human soul to pleasure without too deadly a fear of the consequences. But even Newbery is enough in awe of the surviving moralists to allow the Giant-killer only a brief appearance as an instructor in the use of the Ball and the Pincushion!

England's large domesticated middle class was developing into a reading and book purchasing public. Newbery successfully visualised the needs of this society, and promoted a new era in the publication of children's books. Among his publications for children is one, attributed to Oliver Goldsmith, which is particularly interesting as a historical document, and a vehicle of intense social ideas. It is "*The History of little Goody Two-Shoes: otherwise called Mrs. Margaret Two-Shoes. With the Means by which she acquired her Learning and Wisdom and in consequence thereof her Estate . . .*" This story is heavily charged with arguments against prevailing social injustices, but it has so little individual strength, that when the arguments lost their significance, the story itself was killed by their weight.

Rousseau's teaching, which aimed to develop the child according to the laws of

nature, gave rise to a new impetus in child study, and produced another flock of didactic writers, some like Thomas Day and Maria Edgeworth, in favour of the new theories, others like Mrs. Trimmer and Mrs. Sherwood, bitterly opposed to them. 1783 saw the birth of *The History of Sandford and Merton* by Thomas Day, a book which reflected the startling idea that blue blood and social position did not necessarily breed virtue. Day emphasised the value of human life and dignity, and denounced artificial standards through his two contrasting characters, Harry Sandford, "the child of a plain honest farmer" and the embodiment of all the virtues, and Tommy Merton, the son of a rich man, who was frivolously engrossed in worldly pursuits. Indeed Day was so vehement in his discipleship of Rousseau that he "tried to bring up a girl on uncontaminated Rousseau lines, with a view to providing himself with a perfect wife" but "as human nature did not live up to his Garden of Eden principles, the attempt was unsuccessful." Instead he married an heiress.

Mrs. Trimmer, on the other hand, in her *Guardian of Education* dedicated herself to the preservation of children from the evil effects of such free thought, the "greatest injury the youth of this nation has ever received." Her successor, Mrs. Sherwood, was the most untiring and formidable moralist of them all. Her feeling was that "children are by nature evil," and that therefore "pious and prudent parents must check their naughty passions in any way they have in their power . . . and force them into good habits." She energetically produced a multitude of stories, the most widely read being *The Fairchild Family*, which was a "Collection of Stories calculated to show the Importance and Effects of a Religious Education". It pointed its morals very forcibly, even to the extent of making Mr. Fairchild solemnly take his erring children to see the remains of a criminal hanging on the gibbet. Please note that Mesdames Trimmer and Sherwood also condemned fairy tales and Santa Claus, deeming that nothing but the "exact truth" should be presented to children. The ubiquitous moral tales received their strength from indomitable writers such as these two

women, writers who were on the whole representative of a comfortable middle-class with an ingrained dislike of any fresh and disturbing ideas which were stirring the social consciousness.

In the nineteenth century the moral tale gradually gave way to the matter-of-fact tale, in its own way as dull and staid as its predecessor. New industrial growth, new countries, new sciences, inspired writers to overwhelm children with facts, facts, facts — and a regular spate of *Guides of Knowledge* and *Catechisms* ensued. Harvey Darton remarks that England's middle-class mind seemed unable to rid itself of a "creeping paralysis of seriousness". However laughter and fantasy began to bubble beneath the stodginess. The first evidence of them was *The Butterfly's Ball* written in 1807 by an eminent historian, William Roscoe, for the entertainment of his little son. Fresh and gay in its conception, it was without any underlying moral tones.

*"Come take up your Hats, and away let us hasten,  
To the Butterfly's Ball, and The Grasshopper's Feast . . ."*

Then came Catherine Sinclair, who was concerned that "the minds of the young people are now manufactured like webs of linen, all alike and nothing left to nature . . . While every effort is used to stuff the memory, like a cricketball, with well-known facts and ready made opinions, no room is left for the vigour of natural feeling, the glow of natural genius, and the ardour of natural enthusiasm . . . In these pages (i.e. *Holiday House*) the author has endeavoured to paint that species of noisy, frolicsome mischievous children which is now almost extinct." And the result was a story filled with spontaneous laughter and fun, in which the most serious advice was that given by Uncle David — "Now children! I have only one piece of serious, important advice to give you all, so attend to me! — Never crack nuts with your teeth!"

The fairies were beginning to troop back into England, first via an English translation of the *Marchen* of the Brothers Grimm followed by Mary Howitt's translations of Hans Andersen, and these in spite of Peter Parley's self-righteous "Parleyism". He

fought a furious battle against fairy tales which shocked him with their "lies" and their evident desire to reconcile children to "vice and crime". Slowly the pendulum swung towards "books designed purely for pleasure". Children were learning through limericks and other delicious bits of nonsense "How pleasant to know Mr. Lear"; John Ruskin officially lifted the ban from fairy tales by declaring that children "should not be capable of wrong" and have "no need of moral tales": other serious writers such as George MacDonald, Thackeray, and Charles Kingsley were inventing fantasies for children, albeit with some moralising still.

And then in 1865 exploded Harvey Darton's "spiritual volcano of children's books" *Alice in Wonderland*, "the first unapologetic, undocumented appearance in print of liberty of thought in children's books." Although we still tend to didacticism, to prosiness, to "books-with-a-purpose", Lewis Carroll has freed us from the restrictions on laughter and from the dread of *enjoying* flights of the imagination. The best writers who followed him found themselves far more capable of rising above the social and moral concerns of their times than did his predecessors.

Certainly the late Victorian period produced such social documents as *Eric; or Little by Little*, and numbers of stories stressing charity to the poor and so on, but it also brought forth a good deal of lively writing, such as that of Charlotte Yonge, Mrs. Ewing, Louisa Molesworth, and E. Nesbit. More thought was given to the actual production and illustration of books, and the great artistic foursome, Edmund Evans, Crane, Greenaway and Caldecott gave life and beauty to children's books.

Robert Louis Stevenson and Kipling told stories for no other reason than that they delighted in the telling, and demonstrated the growing adult interest in childhood, which is the mark of the twentieth century. "Never before," remarks Frank Eyre, "have parents . . . been so much aware of their children as human beings, and never before have they taken such delight in observing [them]". In this century adult attitudes to children are still conditioning much of the writing that is being produced for them.

The publication of books for children has, too, become a booming business, with the result that it is not merely easier to publish books and make them accessible to children — it is all too easy to flood the children's world with a mass of mediocre stuff, cheap and shoddy in conception and final production. To quote Mr. Eyre again, "it is sad to reflect that this century which is in so many ways enlightened in its treatment of children and its approach to art, should have been responsible for a flood of the worst and most tasteless children's books ever produced." We have no excuse for sitting back and feeling superior to the writers of preceding ages. We do, on the other hand, owe to them a happy heritage. Carroll has taught us to enjoy laughter; Barrie has released the fairies for us; Stevenson and Kipling have opened the door to adventure; Blake and Rossetti have lifted our spirits. Many fine writers are following the path they have marked for us, so that although this century has seen the arrival of so many poor books, it has also seen the creation of some of the finest and most inspired writing for children. Kenneth Grahame, A. A. Milne, Walter de la Mare, C. S. Lewis, John Masefield, J. R. Tolkien,

Enid Bagnold, E. B. White, Hugh Lofting, Arthur Ransome and Howard Pyle — to attempt such a list is an invidious task — there are numbers of such writers, from both sides of the Atlantic, and from the South. We must be continually reminding ourselves, however, that we are cheating children if we do not constantly offer them our best efforts, remembering that "only the rarest kind of best in anything is good enough for the young".

#### SOURCE MATERIAL

*Children's Books in England*, by J. Harvey Darton. Cambridge U.P.

*A Critical History of Children's Literature*, by Cornelia Meigs and others. MacMillan.

*The Osborne Collection of Early Children's Books*, by Frank Eyre. Oxford.

*Bibliophile in the Nursery*, by William Targ. World.

*English Children's Books*, by Percy Muir. Batsford.

*Books, Children and Men*, by Paul Hazard. Horn Book.

*Party of One*, by Clifton Fadiman. World.

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#### NEW YEAR HONOURS

*Australian librarians will be pleased to note that the names of several people who have worked hard for the cause of libraries and literature appear in the New Year Honours List.*

*We are especially pleased to see that Australia's greatest bibliographer SIR JOHN ALEXANDER FERGUSON has been made a Knight Bachelor (Kt.) for services to Australian literature and its bibliography.*

*HERBERT STANLEY SKIPPER, a member of the Library Board of South Australia and an untiring advocate of free public libraries, has received the C.B.E.*

*THE REVEREND CLARENCE IRVING BENSON, Chairman of the Trustees of the Public Library of Victoria, has received the O.B.E.*

*COLIN ALEXANDER McCALLUM, the retiring Chief Librarian of the Public Library of Victoria, has received the O.B.E.*

# The Lending Library Unit of the Department of Scientific & Industrial Research, England

M. BUNDY

From the end of April, 1959, to the end of January 1960, I was employed by the Department of Scientific and Industrial Research Lending Library Unit, situated at 20 Chester Terrace, Regents Park, London. This Unit is planning to transfer to a new location at Boston Spa, Yorkshire, early in 1961, where the wide expansion of its stock envisaged in the future may be coped with more adequately and where it will be renamed the National Lending Library for Science and Technology. (Also, Chester Terrace is one of those Nash terraces, overlooking Regents Park, which are so riddled with dry rot that the buildings have to be demolished and rebuilt. They are to be rebuilt as luxury flats faced by the existing beautiful Nash facades, so will then no longer house any Government offices).

The Department of Scientific and Industrial Research is at present collecting literature for this library and within a few years it is anticipated that it will have the largest collection of scientific literature in Western Europe. The literature will be in all the languages which are used for scientific or technological papers in all fields of science, excepting the medical sciences and economics, where the coverage is slightly limited.

The Lending Library Unit was first formed in mid-1957 to plan and set up the National Lending Library for Science and Technology. This library will supply the needs of organizations for scientific and technological literature not obtainable locally, by means of a 24-hour postal service, and also will take over the responsibility for providing the loan service formerly carried out by the Science Museum Library at South Kensington which is to become, in

the very near future, the faculty library of the Imperial College and the Science Museum. The literature is available on loan to organizations which are approved borrowers from the Science Museum Library, provided loan requisition forms issued by the library are used.

The main work of the Lending Library Unit in the beginning was to collect material of which there was a scant coverage in the United Kingdom. Also, the vast expansion of scientific and technological literature from Russia, Eastern Europe, China and Japan, made it necessary to begin collecting this material as quickly as possible, particularly as some publications, especially those in Russia, went out of print very soon after release. The Lending Library Unit is taking over from the Science Museum Library that part of its stock which it will not require when it is functioning as a faculty library only, and many other libraries in Britain have presented the Unit with parts of their stock which in the past have been little or never used. However, wherever possible, the main method of acquiring material is by purchase, supplemented by a rapidly-growing exchange mechanism to obtain material which it is not possible to purchase outright. The major part of the Lending Library Unit's stock consists of serial publications.

The Unit feels that it is very important to make known to as wide a number of readers as possible, the availability of the material it has collected, and to this end lists are issued periodically, which are sent out to a very wide selection of libraries in many countries so that they may know what publications are available for loan.

These lists come under separate headings—

- (a) Titles of Current Periodicals from U.S.S.R. and Cover-to-Cover Translations;
- (b) List of Non-Russian Periodicals available for loan;
- (c) List of Irregular Serials received from Eastern Europe and U.S.S.R.;
- (d) List of Chinese titles.

As the stock available for loan expands, lists covering a wider range of titles will be issued. There is also a small news-sheet listing items designed to keep those interested abreast of developments in the Unit.

While with the Unit, I was attached to the International Exchange Section, and found the work very varied and most interesting; copy-typing in Russian, checking publications for binding, shelving and checking returned binding and using the British National Bibliography for finding prices, etc. of British books and periodicals to be offered on exchange to Russian and other institutions in return for their publications which the Unit required.

Periodically other London libraries would offer some of their publications to the Unit and these would have to be examined and sorted out so that only material of a suitable nature was accepted. The whole section which handled donations, usually went to the donor library to do this, and I found it an especially enjoyable part of our work, as we were able to see behind the scenes of some interesting libraries, including the British Museum Library.

Because the Chester Terrace Section of the Unit handled all the Russian, Chinese and Japanese publications, it was essential for me to acquire quickly a knowledge of the Russian alphabet, together with a workable pronunciation. For the same reason it was also necessary for me to learn to recognize certain Chinese characters.

Not long after I started, a huge consignment of Russian periodicals was received from a library whose functions no longer required these journals. The policy of the Unit is to hold in stock no more than three copies of any particular journal, and after we had listed this presented material, any extra copies were discarded and sent

to the store at Stanmore for disposal at a later date.

The binding policy of the Lending Library Unit differs from orthodox library policy, because the Unit is designed primarily as a postal lending service, and the cost of packing and sending weighty bound volumes through the post would be prohibitive. Heavily used journals are bound in single parts, less heavily used journals in multi-parts of two or more issues, no single binding to weigh more than  $2\frac{1}{2}$  lbs. The binding itself is a new form — each copy costs about 2/6 stg., and consists of a clear, heavy stiff plastic sheet placed over the front cover and held down with canvas which covers the spine and the back cover to lessen the effects of the friction which results when two plastic faces are in contact together. The policy is to bind all journals published for one year in one colour so that when journals are shelved in a set any misplaced on the shelf can be easily picked out. There are five clearly defined colours, green, red, yellow, purple and blue, which have been chosen to form a cycle of years which can be repeated over and over again, e.g. all 1955 journals have yellow canvas spines, all 1956 red, all 1957 green, and so on.

For part of the time, I was working in the Reference Section, which is a library within a library for the use of members of the Unit. While in this section I was engaged on the ordering, through H.M.S.O. of publications for the Reference Section, and also of British publications to be sent on exchange to Russia.

At one period I helped with a special project which included checking the time lag between the appearance in the United Kingdom of those Russian journals in the original language with the corresponding English translation in cover-to-cover translation.

Records of the holdings of the Lending Library Unit are permanently filed on Punch Cards, which are punched in such a way that any information required may be quickly and correctly obtained when the cards are relayed back to be translated into print. There is no reason for an orthodox catalogue to be maintained, since holdings

are printed in lists to be consulted by intending borrowers, and this library does not function for the use of browsers. The Unit, however, does not at present possess the translating apparatus, and the punched cards have to be sent elsewhere to be translated into printed lists. By the use of the information on the punched cards, periodicals can be automatically ordered with much saving of time and labour, and less margin for error than in the case of manual ordering.

A rapidly growing section of the Unit, is the photocopying service which came into operation after the acquisition of a microfilm camera early in 1959. The majority of publications being dealt with in this section at present are the American P.B. Reports. The service provided by this section was further extended this year, when a "Copy-flo" machine was acquired which makes prints from microfilm. Also in this section, is housed a Verifax machine which is in

constant use, as it has been found to be a very efficient method for taking off a few copies only. It is a photographic machine; and a good operator can get as many as 10 readable copies from any one matrix sheet. It is used mainly for internal use within the Unit for quick copying of letters, etc. It was also found very useful in the making of copies of front covers for journals which were to be sent for binding and which had inadvertently had their covers removed, and for copying lists of titles in languages that are difficult to type (e.g. Chinese, Arabic).

In the loans section of the Unit are maintained the records of loans, in order that statistics on the use of any journal at any time of its life may be worked out.

In conclusion, I am most grateful for the opportunity that was given me to work in an English library, and feel it was a rewarding experience.

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## EXAMINATIONS, 1961

**The Preliminary Examination will be held on 7th and 8th June, 1961.**

**Applications for admission close on 31st March. Applicants must furnish evidence of qualification for matriculation at an Australian university.**

**The Registration Examination will be held from 20th November to 1st December, 1961. Applications for admission close on 30th June. Applicants must have received the Preliminary Certificate or have other qualifications in librarianship to the satisfaction of the Board of Examination.**

**Fees for examinations and certificates are:**

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Registration Examination, for each paper .....	£1 10 0
Preliminary Certificate .....	£1 0 0
Registration Certificate .....	£4 4 0

**Applications for admission to the Preliminary or Registration Examination should be addressed to:**

**The Secretary,**

**Board of Examination, Certification and Registration of Librarians,**

**The Library Association of Australia,**

**C/- Public Library of N.S.W.,**

**Macquarie Street,**

**Sydney, N.S.W.**

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**1. PRELIMINARY COURSES, March to June**

A. A course of morning lectures, seminars and library visits for graduates who will attempt the Preliminary Examination in June and most of whom will also attempt two of the compulsory papers (cataloguing and classification) in November.

B. A course of evening lectures for non-graduate matriculants who will attempt the Preliminary Examination in June.

**2. REGISTRATION COURSES, March to November**

Courses of morning lectures, seminars and library visits on the basis of two hours per week per subject, leading to all parts of the Registration Examination in November.

The above Preliminary and Registration courses are intended primarily for, but not restricted to, employees of the Commonwealth Public Service.

**3. CORRESPONDENCE COURSES, February to March and February to November**

Courses of lesson notes, reading lists and assignments, with advice and answers to problems, leading to the Preliminary Examination in June and any parts of the Registration Examination in November.

The correspondence courses are restricted to employees of the Commonwealth Public Service who are engaged in library work and unable to attend a Library School. It is not necessary that persons taking advantage of the correspondence courses should proceed to any examinations, and the courses will be adapted to meet the special needs of librarians in remote areas who are in need of advice or assistance.

Enquiries about and applications for admission to any of these courses should be addressed to The Librarian, The Commonwealth National Library, Parliament House, Canberra, A.C.T., and should reach the Librarian on or before 1st February, 1961.

# Personnel

**RICHARD ARNOLD, A.L.A.**, formerly Branch Librarian, Aldridge Branch, Staffordshire County Library, England, has been appointed Branch Librarian, Scarborough Public Library, W.A.

**JOHN BALNAVES, B.A., A.L.A.**, formerly Assistant Librarian, Library Board of Western Australia, has been appointed to the staff of the Commonwealth National Library, Canberra.

**J. A. FEELY, B.Sc.**, Assistant Chief Librarian, succeeded Mr. C. A. McCallum on his retirement as Chief Librarian of the Public Library of Victoria on 15th September, 1960, and has been on the staff since 1st January, 1937. During his twenty-three years' service he has served in every Department of the Library, and was Acting Chief Librarian in 1949, and again in 1959 and 1960 during Mr. McCallum's absences on leave.

His services to the Library world have been many and varied and may be summarized as follows:

- (a) Council member of the Victorian Branch L.A.A. 1943-52.
- (b) Honorary Secretary of the Victorian Branch 1943-47.
- (c) President of the Victorian Branch 1948-50.
- (d) Member of the Federal Council L.A.A. 1949-51.
- (e) Member of the Constitution revision Committee L.A.A. 1950-51.
- (f) Examiner for L.A.A. Examinations
  - (i) Books and Libraries (Preliminary Certificate) 1950-51.
  - (ii) Library Organization and Administration (Registration Certificate) 1949-51.
- (g) Represented Victoria at the Commonwealth Archives Conference, Canberra in 1949.
- (h) Member of the State Centenary Committee 1950-51.
- (i) Represented the Public Library of Victoria on the Australian Advisory Council on Bibliographical Services 1959-60.

Mr. Feely's publications include:

- (a) Index "Argus" (Melbourne), 1846-1854.
- (b) "With the Argus to Eureka" *Historical studies*, June, 1956.
- (c) "The book, the library and the reader", used as a text book in the Library Training School.

Mr. Feely is well known to many groups and societies, as well as over radio and television and is much in demand as a speaker on literary and historical matters not only in the city, but also in the country areas.

**CECIL FLOREY, F.L.A.**, formerly Librarian Scarborough Public Library, W.A., has been appointed Librarian, Perth Road Board Public Libraries.



**JOHN J. GRANEK, M.A.**, has been appointed Librarian of the Australian National University in succession to Mr. A. L. McDonald.

Mr. Graneek, who will take up his appointment probably in April of 1961, has been Librarian of The Queen's University of Belfast for the last fifteen years; his previous appointments include the Assistant Librarianship of the University of Birmingham and the post of Head of Branch in the Ministry of Food during the war. He is 48.

Mr. Graneek was educated at the University of Liverpool, where he graduated with 1st Class Honours in Classics, and at Birmingham where he was awarded the Constance Naden Medal for the best M.A. thesis of his year. He has served as a Council Member of the Library Association of the United Kingdom and has been a member of the Committee of the Standing Conference of National and University Libraries.

Mr. Graneek has maintained his academic interests and has in preparation, among other publications, a survey of the historical background of the Dead Sea Scrolls. He has recently returned from a lecture tour for the British Council in Latin America.

The Librarian of the University now has responsibility for the whole of the University collections, comprising the library of the University as it was before association of the Canberra University College with the University, and the library of the School of General Studies (formerly the Canberra University College). One of Mr. Graneek's first tasks will be to make recommendations as to the permanent

building for the latter collection; a new building for the library of the Institute of Advanced Studies is at present under construction. Mr. Graneek comes to the University, therefore, at an important stage in the development of the University's library resources, when his wide experience, combined with his scholarly interests will be especially valuable.

*Miss JEAN HAGGER, B.A.,* of the Baillieu Library, University of Melbourne, has been granted leave of absence to study at the Graduate School of Library Science, University of Illinois, U.S.A.

*JOHN McLELLAN,* South Australian Archivist, retired from the Public Library of South Australia in November, 1960.

*MALCOLM McCRAE,* officer-in-charge of the Accessions Department in the Public Library of South Australia since 1947, retired in November, 1960, after almost fifty years of service.

*IAN TWEEDIE, B.A., A.L.A.,* has returned to his post as Assistant Librarian, Library Board of Western Australia, after completing a one-year internship with Lancashire County Libraries.

**THE ELIZABETH HILL MEMORIAL FUND**  
(Fund opened October, 1958, and closed July, 1960)  
**STATEMENT OF RECEIPTS AND PAYMENTS**

PAYMENTS			RECEIPTS		
	£	s. d.		£	s. d.
Receipt book .....	1	1	Donations for postage, stationery, etc. .....	1	8 0
Art work for book plate .....	8	0 0	Donations to the Fund .....	279	13 0
Typesetting and printing book plate—500 copies .....	2	15 0	Bank interest .....	9	17 11
Line block .....	2	5 6			
Sales tax .....	12	7			
Presentations to Balmain Teachers' College .....					
	275	4 11			
Postages .....	1	19 10			
	<hr/> £290 18 11			<hr/> £290 18 11	

# The guide's guide or, How to find one's way in a flood

D. H. BORCHARDT, MA., A.L.A.

The twentieth century will some day hence be known—like so many of its predecessors—by a catchword or a brief descriptive phrase. Do we not commonly refer to the period 1715-1789 as to the Age of Enlightenment—though some less charitable schools bracket the same period with the preceding decades and call the years 1648-1789 the Age of Absolutism? Did not the French think of the two decades 1789-1814 as their glorious years while Prussia considers most of this period as something much worse than the dark ages? However, national boundaries are beginning to fade and in an era still to be born the naming of historical periods will be the task or prerogative of professions in a classless and stateless but nonetheless aristocratic society. It will then be decided—or is 'realized' the better term?—that the twentieth century (and its second half par excellence) was the great age of bibliographies. Man's creative faculties had, it will be regretted to observe in retrospect, been rather battered by mechanic, atomic and political warfare; but with an ability almost akin to that of our ancient forefathers (who descended or ascended from who knows what) the man of the twentieth century succeeded in making provisions for the preservation of his cultural heritage. Already during his own age, twentieth century man recognized the need for a system of keys to enable him to find his way through the then fairly small world of words. "... because the making of indexes and of bibliographies became the pastime of the most noble of all classes then living we have given the term bibliographic age to that period which began in 1908 with the first congress on documentation, as it was then called, and which came to a close with the completion of the Brainless Reader, that wonderful product of our own age which even when first put to the test some 55 years ago enabled us to close all

those unnecessary and expensive cloisters which they called institutions of lower and higher learning because the mere pressing of a button will now put before our eyes anywhere, anytime..."<sup>(1)</sup>

Yet, right here and now, facing our bewildered stare are four lights that beckon us to follow them, each in its own way, so that we may not get completely lost in the wilderness of intellectual implements. Their names: Malclès, Totok & Weitzel, Walford and Winchell. Their achievements are considerable though not free from fault and if we dare to weigh their merits we do so with reverence for the courage with which they faced their tasks. But it would be wrong to say that these four are equal in any way, except in that their aims have overlapped to a considerable extent and in that two of them are more alike than the others. There is something to be got out of each of them, but again the user's own predilection and prejudice will make one more acceptable than all the others. In a little pamphlet on the structure of the German national bibliographies Weitzel emphasizes that those who claim that these national bibliographies do not supply the required answers are mostly persons who cannot or do not use them properly.<sup>(2)</sup> This is of course fair comment—and students of bibliography may do worse than heed it.

Madame L.-N. Malclès' *Cours de bibliographie*<sup>(3)</sup> has a sub-title which adequately explains the purpose of this comparatively short work: "A l'intention des étudiants de l'université et des candidats aux examens de bibliothécaire." I must emphasize that this work is designed as a textbook for students of librarianship and is not to be confused with her *Sources du travail bibliographique*,<sup>(4)</sup> reviewed in the pages of this journal previously, and it must also be added that the *Cours* is essentially the

work of one compiler-author who is at present engaged in the preparation of a new edition.

The work of Miss Constance M. Winchell<sup>(5)</sup> is designed to meet the needs of three classes of potential users: the librarian who requires a basis for selection, the general student in need of bibliographic guidance, and the student of librarianship. Based on the earlier works of Kroeger and of Mudge, Winchell represents almost a tradition of service to students of library schools in the English speaking world. Yet it can be seriously questioned whether the endeavour to serve the three classes of users can be fully successful and it will be shown that the student of librarianship at least is not as well served as the others.

Totok & Weitzel's *Handbuch*<sup>(6)</sup> appeared first in 1953. The "zweite, stark erweiterte, völlig neu bearbeitete Auflage" (1958) has retained the structure and arrangement of the first edition and is equally indebted (we presume) to the numerous experts who have helped in the selection of material for the first edition.

Of the four "Bibliographic Saints", Walford<sup>(7)</sup> is the most recent, the latest descendent of a long line of grand-masters with whom, however, he appears to be at variance—seemingly on matters of dogma. As is the case so often with such guides, they are the product of the work of many men and women dead and alive who either levelled the path long, long ago or just helped with the present structure by wheeling some filling for the earthwork. Sometimes, but rarely nowadays, a single person may compile a directory of bibliographic references; it is almost impossible with regard to time and labour involved to work in any but the narrowest field single-handed.

Walford's *Guide* is the result of a co-operative effort of some sixty British librarians and while Dr. Walford has supervised and edited the whole it is probably only fair to say that the compilers for each section are responsible for the selection they have made. The introduction makes it quite clear that this *Guide* is intended to differ from the work of other compilers,

since "... there is a place for a guide which has an accent on British material, which endeavours to provide annotations whenever possible . . .".

I am not certain, as yet, whether I fully support the claim for the need of nationally biased guides to reference materials. There is something—and not a "je ne sais quoi"—inherently contradictory in a nationalistic approach to reference work. The difficulty, if any, of transcending national lines of demarcation, can basically be only a linguistic one. For any further barrier, real or imaginary, may lead in the end to the acceptance of such lists as the "*Liste des schädlichen und unerwünschten Schrifttums*" issued by the Reichsschrifttumskammer in Leipzig in 1939 and continued annually until the end of the *tausendjährigen Reichs*; or of the *Index librorum prohibitorum* which has been going strong since 1559. In the case of English one must immediately ask oneself whether, after all, English does or does not include American. I will not try to solve this question but only point out that if British librarians feel they must be different from their American colleagues, then the arrangement of material chosen by Dr. Walford is justified.

The dispute regarding the most suitable arrangement of entries in a work like the *Guide* can presumably be settled only by a new Columbus. Until he comes some of us will retain our bias for a classified arrangement, while others will favour the broad subject approach. Some of these preferences are based on national training schools which consciously or unconsciously foster so-called national characteristics. The French appear to have today a special "penchant" for the broad subject division of knowledge—an approach which will perhaps be better appreciated in about a hundred years' time when the present boundaries between the various fields of human knowledge have disappeared completely; the British seem to prefer the atom-splitting approach which—based on their empirical view of man and his environment—chooses to find niches for all and any subject where it can continue to live in such splendid isolation as it enjoyed before its unhappy discovery—a posteriori

—by some British disciple of U.D.C.; while our Big Brothers take the line of synthesis, of the middle of the way, a little startled by sudden flashes of lightening from East and West, but altogether on a safe road, unassailable by wit or logic, since it touches neither of these regions. However that may be, the usefulness of any guide—living or dead—depends in the last resort on the way in which two basic issues have been resolved: comprehensiveness and arrangement. To look for perfection would be futile in as much as that perfection would depend on the attainment and universal acceptance of an ideal. (Plato recognized the impossibility of this some time ago!) But we can perhaps all agree on certain standards—minima rather than maxima. These would include accuracy, ease of access to individual pieces of information, faultless cross reference and adequate indexing. If one has decided preferences for a "nationalistic" approach, the coverage of the country of publication should at least be perfect; but as I have already drawn attention to this point, I must add here that the quality of a guide will of course always be tested by the coverage of its own home ground, so to speak. I trust that on this basis the British Commonwealth may be taken to be part of the home ground of a British guide.

To conclude the introductory remarks, I shall only add that in some ways a guide to reference books ought to conform to the basic requirements so admirably laid down by Miss Winchell for the evaluation of encyclopaedias. The more so if the guide is or wants to be more than a mere list of books, if it adds to its bibliographic citations explanatory comment; because this comment must be directed at a certain type of reader and it should for obvious reasons retain the same level of didactic purpose (all explanations have a didactic purpose, otherwise there would be no point in making them throughout the book). The simplest process for comparing Malclès, Totok & Weitzel, Walford and Winchell is of course to look for what they each have to say on the same topic and for what each of them does not say on the same topic and for what each of them does not say on the topics on which one

would have wished or expected them to speak.

But first of all there is this question of difference of arrangement. On comparing the tables of contents of the four works under review, we find that all except Walford have a literary approach, that is to say they arrange the whole of their subject in the manner of a text book, beginning with introductory statements and exposition of the subject matter. Malclès in particular, since she addresses herself especially to the librarian in training, goes to some length to define and limit the subject. According to their preface, Totok & Weitzel are also addressing themselves to the same type of student (as well as to some others who may be using bibliography for different purposes), but there is no "mis en scène" except some very brief historical notes at the beginning of each chapter. Walford considers the student of bibliography only as one of a number of potential users of his guide and certainly does not address himself principally to the candidate for the library profession; indeed there is absolutely no attempt to provide a textual exposition of the subject or any part of it: the *Guide* contains annotated entries, nothing more. Winchell, too, is addressed to the student of bibliography, according to the preface where she sets out the purpose of her *Guide*, but on reading further one forgets the teacher of bibliography and believes oneself to be in a huge, ideal reference library where the books on the shelves are shown and explained to one, without however the connecting commentary as one turns in the aisles. One can conclude, therefore, that though all four guides are designed to be used by students of bibliography—who, by the way, include booksellers in Totok & Weitzel alone—only Malclès provides the user with comparatively extensive lecture notes.

The arrangement chosen by each author is presumably—as I have suggested earlier—dictated by some kind of national prejudice. But that is undoubtedly not the only reason for choosing a particular arrangement. Winchell follows roughly the Dewey arrangement of subjects, but the Dewey notation has been abandoned and

the letters A-V employed—which fact must be particularly irritating to those who maintain not only the sacrosanctity of numerical over any other type of symbol but indeed identify any classed arrangements of a number of objects or ideas with a system of numbers.

Walford uses “the 1957 abridgement of the Universal Decimal classification (B.S. 1000A:1957) . . . a few modifications have been made. Thus 383:656.835 and not 656.835 has been used for Postage stamp catalogues . . .” (Well, we are glad of that!)

Neither Winchell's or Walford's arrangement needs further description since they have followed a line laid down years ago by others. Totok & Weitzel and Malclès have thought out their own arrangements which however are rather similar. To save time and space I shall limit myself to a description of Totok & Weitzel's arrangements. First of all there are two major groups: General-bibliographies (*Allgemeinbibliographien*) and specialized bibliographies (*Fachbibliographien*). The first group contains bibliographies of bibliographies, of incunabula, of bibliophile publications, encyclopaedias, library catalogues, bibliographies of publications of societies, of periodicals and serials, biographies and the literature of documentation. The second part is subdivided into the traditional subjects of study in this order: Books and libraries, religion, philosophy, psychology, education, languages and literatures, fine arts, archaeology, music, theatre and film, history, folklore, law, government and politics, economics, sociology, natural sciences in general, mathematics, physics, astronomy and geophysics, meteorology, biology, botany, zoology, anthropology, medicine, agriculture and forestry, technology. It is of course obvious that this arrangement does not differ greatly from that of many systematic arrangements used in libraries but it shows a more rational approach to the collocation of subjects than is evinced by a Dewey-based arrangement.

The next problem of interest is the standard of annotation. This is of importance since all four of the guides are, as has already been stated, designed to help

some type of student. Indeed were there no annotations at all, the books would be mere lists of sources of references or of bibliographies, “Bestermanns” on a much reduced scale. But it is the avowed purpose of all of them to be selective and the selection needs justification which is or should be made clear in the annotation. We must therefore treat annotation and selection together. As a first sample we will consider the treatment of the bibliographies of incunabula. Winchell deals with them as a part of numerous attempts at universal bibliography, a very reasonable approach to the subject as such, and indeed identical with that of Malclès. Winchell starts the four column section with a brief (70 words) note on the theme: “The books listed below . . . should be known by beginners” and cites eighteen titles, some of which are annotated. The student or general reader is not given much help in the evaluation of the relative merits of the majority of the titles and indeed there is no comment on the uselessness of Maittaire (though his work is notoriously bad, inaccurate and without scholarship he is frequently listed—though not by Walford—simply because he happened to have made one of the first printed lists of incunabula) nor on the true achievement of Proctor. Winchell appears, furthermore, to live in hopes that the GKW will be completed since there is no indication to the contrary in the descriptive note which ends on the rather overworked “Indispensable . . . in the scholarly library”. By contrast Totok & Weitzel and Malclès spend a leisurely five and ten pages respectively on the most important period *artis typographicae*, discussing its significance and what would best be called its historiography. This is followed by an evaluation of the international and national lists of incunabula, to which Malclès has wisely added the names of lists of printers and of watermarks both so very important for anyone wishing to study incunabula—and neither of which appear anywhere in Totok & Weitzel. Winchell lists them—but without critical comment—soon after the incunabula section under the omnibus heading “Book Collecting”.

In Walford's *Guide* we find Incunabula,

together with Manuscripts in the class 09, not quite four columns having been given to thirteen titles which are divided into Incunabula and English Incunabula. There is no cross reference to a number of useful library catalogues listed in section 015 (410), nor are the annotations more than descriptive. The uncertain future of the GKW is not mentioned. It is difficult to understand the omission of the important Italian catalogue of incunabula, compiled by Guarnaschelli & Valenziani (an omission even less forgivable in Totok & Weitzel!) since Polain and Pellechet are included; Campbell also missed the bus. What, one must ask, is Walford's basis of selection? Walford writes in the introduction: "In Malclès (*Les sources du travail bibliographique*) [Walford is NOT referring to the *Cours* which I am using for the comparison here] Winchell and Totok & Weitzel (*Handbuch der bibliographischen Nachschlagewerke*)—the three leading guides to reference books—some emphasis has been placed on books on librarianship and on general bibliographies (J. C. Brunet's *Manuel du libraire et de l'Amateur de livres*). It has been considered unnecessary to perpetuate that tradition here. Some of the older material, particularly in the field of History, now out of print or not readily accessible, has been omitted". Why include on that basis the incomplete Pellechet and omit the nowadays more important Guarnaschelli & Valenziani which is about to be completed right now?

If, then, Incunabula have been treated differently by the two representatives of European continental scholarship, we should nevertheless hope to find similarity of treatment in that field of bibliography which is concerned with the compiler's own region. If Walford really means what he says in his introduction "there is a place for a guide which has an accent on British material" and if Malclès is right in her assertion that every country must needs develop its own guide to reference sources one should expect that some of this argument finds its own justification in the coverage of the writer's national and politico-social environment. We will, therefore, now proceed to look at the history

of Great Britain, France, Germany and the U.S.A. and see how the four modern Virgils are treating the histories of these countries.

To start with Great Britain (excluding the Commonwealth) we find that Walford, as may be expected, dedicates a very large portion of his book to this section. Though the footnote says "The material on local history which follows is highly selective" there are 40 columns of bibliographic sources, of which a little over 24 columns deal with the shires of England, Scotland and Wales under the class numbers 941-942 and to this must be added the material under 914.1-914.29, a further 8 columns. By contrast the histories of France, Germany and the U.S.A. cover 3, 1½ and 3½ columns respectively with negligible additions under the geographies of these areas. This is as it should be if Walford's *Guide* is designed for the use of British librarians above all others; it assumes that information on other cultural areas is either not important enough to be a topic of frequent enquiries or so hard to assemble that it was considered unlikely to be met with in British libraries. If we look at the relative treatment of local and other history in the other guides we find Totok & Weitzel giving Germany 1½ pages, Great Britain and France and the U.S.A. ½ page each; Winchell\* dedicating 7½ columns to the U.S.A., 6 to France, 2½ to Germany and 10 to Great Britain; while Malclès limits her material on the history of the countries concerned to 5 pages for France, 1 page each for Germany and Great Britain and ½ page for the U.S.A. This comparison may be somewhat rough and ready because it does not take into consideration the difference in the sizes of typefaces, notes and cross-references, and a count of entries made under each country is quite naturally a more precise basis of comparison.

In the following table all reference to the history of the four countries under the headings of history, biography and description, have been added, and care has been taken to include those references which are made in footnotes, small print and what may be termed pointers in

\* I am limiting my remarks to Winchell's principal work; omitting from the counts the material contained in the Supplement.

descriptive and comparative commentaries of the editors; as far as possible entries for larger series e.g. *Victoria history of the counties of England* have been counted only once.

Reference to the History of 4 Countries.

	G.B.	U.S.	FR.	GE.
Walford	237	25	20	14
Totok &				
Weitzel	7	5	6	17
Winchell	86	60	42	24
Malclès	14	6	48	8

This table suggests that Walford is considerably more interested in local history than general history, Malclès has the same bias, while Winchell and Totok & Weitzel are trying to retain the overall view—or in other words, the basic intention of Walford and of Malclès is evidenced in their treatment of reference works in the field of history.

Reference tools on periodicals form another area of possible comparisons. Here we strike again the principal line of division which separates Walford and (to a lesser degree) Winchell from the other two guides. Malclès and Totok & Weitzel presenting as they do, a text book, provide an introduction in which they set out the characteristics of periodicals, serials, newspapers, etc. and discuss in an adjoining chapter the always fascinating subject of the publications of learned societies. Winchell, in whose *Guide* the bibliographies of learned societies are separated from those of periodicals by a chapter on encyclopaedias, provides not only her usual brief description of the characteristics of serial publications but adds an excellent synopsis of criteria for the evaluation of indexes to periodicals.

In this section, probably more than in any other, the publication date of a guide to reference works makes itself felt. Malclès, apart from relying altogether too much on her persuasive commentary at the expense of citing only the very barest number of titles, does not list two of the most important sources of bibliographic information concerning periodical holdings in the English speaking world: the *British Union-Catalogue* and the *New Serial Titles*, both of which appeared after Malclès had

finished her manuscript. The indexing of periodicals has not enjoyed the impetus in France which has given it the eminent position it now occupies in the U.S.A.; and even Malclès cannot cite any really useful contributions to this field of work made in France or based on French enterprise. The lists of titles in Winchell, Walford and Totok & Weitzel are all quite comprehensive and only larger libraries would be able to possess all of them. It is interesting to note that Totok & Weitzel has no references to indexes outside Europe and the U.S.A., Winchell has references to indexes in Europe, the Americas, South Africa and New Zealand, and Walford has besides the above a single entry for Australia, viz. *The Australian Periodicals index* of the Public Library of N.S.W. One may legitimately question the omission from this section of the Commonwealth National Library's A.P.A.I.S., which has been listed in the section on the bibliography of the social sciences.

There are several other areas in which comparison of entries may reveal the presence or absence of bias and of a full understanding of the depth to which sound reference work must reach if it is to be reliable. In the field of scientific research a comparison between the guides must take into account that quite naturally there are certain texts and source books peculiar to each of the major cultural centres. It is therefore rather surprising to note that Winchell, Malclès and Totok & Weitzel show considerable agreement in their choice of basic reference tools in mathematics. All three appear happily to disregard linguistic boundaries in this basic subject, while Walford has among his few entries only a very brief reference to the *Encyklopädie der mathematischen Wissenschaften* of which he says "Its well documented, scholarly articles are aimed at the specialist", which is not quite as inviting as Malclès' "Vaste synthèse due à la collaboration de nombreux savants qui comprend sept sections, très importantes à leur date, avec abondantes sources en notes..." Have we here a case of seeming national prejudice or of careless refereeing? A charge of ultra nationalism can of course not be sustained, particularly in view of

the surprising collection of entries in the section dealing with philosophy. Of the seven main entries under the heading Bibliography of philosophy, Walford lists one American, three French, two Belgian and one German source, an international spread which is probably caused by the fact that there are no British counterparts to the bibliographic guides to philosophy produced "abroad".

To conclude the comparative analysis of select areas of reference works, we will look briefly at the field of encyclopaedias. Their presentation would, presumably, lend itself least to lengthy introductory statements by Malclès and by Totok & Weitzel yet both have gone to some considerable extent into the history of encyclopaedias and their general significance. Winchell again sets out first of all the criteria by which one must judge any encyclopaedia and then proceeds, under each entry, to very full notes of historical and descriptive character. Malclès acknowledges the importance of Winchell's set of criteria and gives their essence in translation. As for the entries themselves, Malclès' list is the briefest and contains no evaluation of its items, indeed it is somewhat disappointing and does not compare with Totok & Weitzel in comprehensiveness. Both Walford and Winchell present a very large field of encyclopaedias and have taken care not only to cover all major countries but also to provide notes which will enable the student or the user to make a choice between the various works. Walford's entries are very numerous and I fear not sufficiently selective, but the notes are excellent in their comprehensiveness and usefulness.

Our comparison of the treatment of some subjects leads us to the conclusion that a purely national approach to bibliographic reference work—however much desired—is neither possible nor in the best interests of scholarship. Indeed the very claim of Walford's introduction is out of keeping with some sections of his *Guide* which is better than one would be led to believe. Before we leave this section of our study altogether we must glance briefly at the treatment of Australia and its neighbouring regions. It is commonly

recognized that the easiest way to test the value of a general reference book is to look at those sections with which we are most familiar and to judge by their treatment the whole book. It is a superficial method and far from being a sure test, but when looking at the four guides to reference materials under discussion here, I could not help making some notes on the comparative treatment of our own geographic area.

Malclès has only two brief references to Australia in the section of national bibliographies; here Ferguson is listed as well as the *Annual catalogue of Australian publications*. But it is a job to find them as there is no reference in the index to Australia though there is an entry under *Annual catalogue*—surely not much help to the curious intending emigrant. New Zealand has missed out altogether. But it is quite wrong to judge Malclès' *Cours* by such an omission. Her *Sources* does justice to the national aspirations of Australia and New Zealand and the omission of these countries from a book on bibliographic methods rather tends to indicate that the bibliographic coverage of these areas is not adequate to serve as an example for teaching purposes.

Winchell's index shows a good number of references to our country, but a user looking for information on Australia as a whole must be a little put out to find the 20 odd references distributed over several disjointed sections of the *Guide*. However, on further reflection one may consider it a necessary concommittant of intellectual growth that references to Australia appear in several contexts. It is worthy of note that while Malclès considers Ferguson a national bibliography, Winchell does not include him in that category but lists his monumental work in her section on the history of Australia. Moorhead's *Australian blue book*, published in 1942, is listed in Winchell as a source of information though by 1957 (Winchell's date of publication) the Herald year book of 1949 contained much more up-to-date information—but the latter is not in Winchell. (More unkind colleagues may not consider this a great loss.)

Totok & Weitzel appear to be perfectly ignorant of the Pacific area. The index and the list of contents nowhere spell Australia or New Zealand and for them we may as well never have been discovered. Perhaps it is a consolation that so ancient and important a country as India fares no better except for a ridiculously small set of references under linguistics and literature. This otherwise quite passable list of references works breaks down miserably when it leaves its native European soil. In this it reflects quite naturally the fairly widespread ignorance of Australia in Europe—we are after all at the other end of the world—but one would have hoped that just a work of this nature would endeavour to overcome such gaps in the general education.

We would of course expect to find a sensibly representative collection of references to Australia in Walford, and indeed all the most important sources of information on Australia can be found through the index. The disturbing feature is their distribution far and wide through the book, a result of the artificial method of arrangement chosen by Walford. Though there is a note after Hocken (993.1:016) referring the user to the current bibliography on New Zealand in *Historical studies, Australia and New Zealand* there is no corresponding note after Ferguson (994:016). Is the user expected to follow the breakdown of subjects in the DC in order to make sure that he has found all references? It could be a very complicated process.

No guide of the type we are discussing can be perfect. However much care may have gone into the collection and preparation of material, someone is bound to find a lacuna here and an error there. But apart from coverage there is another important feature which must be very carefully considered when we evaluate these guides. This is the internal cross-referencing which may make or mar the usefulness of the guide within itself. The small error pointed out above in connection with current bibliography of Australia may be the cause of much frustration when a reader comes into a library and asks for information on the Antipodes.

Another interesting example of "something gone slightly wrong" in Walford are the discrepancies in the notes for the *Index generalis* under 061.1/2 and under 37 (058.7). Under 061.1/2 we find the following entry "*Index generalis: annuaire général des universitaires et des grandes écoles-acADEmIES, archives, bibliothéques, instituts scientifiques, jardins botaniques* ...". The explanatory note says: "Also published with a French title page [which leads one to wonder whether the entry was in French after all]... Index of personal (about 105,000) and place names. Not so easy to use nor so accurate as *World of learning* but usually more detailed. See also entry at 37(058.7)". At point 37 (058.7) we find a more detailed and more positive note which ends with the statement: "There is a comprehensive name index and an index of places", after which follows a reference to the entry at 061.1/2. Neither note suggests that there are some first class howlers in the geographical arrangement of institutions and schools!

Totok & Weitzel has a good index and reliable cross-references. In order to save space information given under any entry is not repeated in a subsequent citation. Yet it is noteworthy that the *Catalogue of the Library of the Peace Palace*, compiled by P. C. Molhuysen and others can be traced in the index only under the entry "Bibliothéque du Palais de la paix"; there is no reference to or from the first compiler of the English title of the Catalogue. Nor is there a reference in the index under Palais de la paix—a reference which one would perhaps expect in an American or English index but which is not justified in a German index since the German catalogue rules are still reluctant to accept corporate bodies as authors. While these points are definitely of minor importance, it is a matter of some concern to find that Totok & Weitzel gives no imprint for the works cited. This is a very serious defect which one would least of all expect to find in a handbook which is supposed to be a students' textbook as well. The name of a publisher of a work of reference ought to stand for something and the student of bibliography should be or become aware of the fact that a bibliographic citation is

not complete without the full imprint.

The guides which I have discussed here could perhaps be summarily evaluated in a system of co-ordinates. Supposing we weigh them in relation to the functions of teaching and of reference—realizing, of course, that these functions cannot be completely fulfilled in the highest degree by any one work—we could then arrange them in a defined field. Malclès' *Cours* (and it must be emphasized that I am not discussing the *Sources* in this context) ranks highly as a textbook but her comprehensiveness ranks considerably (and one must add, by design) below the other three. Indeed it would be difficult to find another textbook on bibliographic method with which it could be compared. Winchell's *Guide* has the highest ranking for comprehensiveness among the four works and it is only second to Malclès' *Cours* in its didactic value because of its excellent arrangement, the ample explanatory notes and the practical though brief introductions to sections. Walford ranks second in comprehensiveness to Winchell and lowest in teaching value, largely because I consider his manner of presentation and of selection limited, confusing and wasteful, and because the notes are not adequate without a connecting discussion. In short, a dictionary is not a grammar book. Totok & Weitzel's *Handbuch* has second place from the bottom of both the scales for teaching value and for reference value, a position which one might describe—less abstractly—as representing a body falling between two stools.

Yet as a practitioner of the craft, I am quite sure that were I asked which of these guides I would be willing to be without, I would answer unhesitatingly: None. There is room for many more guides and many more textbooks on bibliographic method. Alas—not even the best of them will be of much use unless we can educate not only our reference librarians but indeed all who work or study in libraries to use them intelligently.

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Applications, including the names of three referees, should be made immediately in writing to the Librarian, Commonwealth National Library, Canberra, A.C.T.

# Notes from the Public Library of South Australia

The Public Library of South Australia has recently reorganized its *staff structure*. The library has been divided into three divisions: Lending Services (including Adelaide Lending, Country Lending, Youth Lending Services, Children's Library, and Municipal Libraries); Reference Services (including Reference Library, Archives, Research Service and Government Department Libraries); Technical Services (including Central Cataloguing, Order Section, Photographic Laboratory and Bindery). One of the Divisional Librarians will also be Assistant Principal Librarian. Copies of the Organization Chart of the Public Library of South Australia are available on request.

New salaries scales for the staff of the Public Library have also been announced. There will be automatic increases for the Preliminary and the Registration Certificates. At the higher grades both the Registration Certificate and a University degree are required. Salaries are still under discussion and may yet be further revised. As soon as the matter has been finalized

copies of the schedules will be available to enquirers.

New equipment acquired recently includes a Baldwin Photometer with densitometer attachments, Recordak Library Reader, model AH3, and a Dagmar Reading Machine for microfiches, 35 and 16 m.m. microfilm and film strips.

*Municipal Libraries in South Australia* are increasing. Libraries were opened at Port Pirie in February, Tanunda and Angaston in the Barossa Valley in May and June, Salisbury North and Elizabeth North in June and July, 1960. There are now three libraries in the Barossa Valley which as branches of the Barossa Valley Public Library serve two local council areas. The foundation stone has been laid for a fine new library building at Burnside which is expected to be opened in February, 1961. Whyalla and Barmera on the Murray are also expected to open in 1961. After a very slow beginning libraries are at last becoming part of the local scene and we can see years of activity ahead.

## New Libraries in Western Australia

Kelmscott Public Library, the second library to be opened by the Armadale-Kelmscott Road Board was opened on 19th February, 1960.

New library buildings have been opened at Beverley, on 14th March, 1960, and Boyup Brook on 30th April, 1960; both have replaced temporary premises in which the libraries formerly operated.

The Osborne Central Library has been opened by Perth Road Board at Tuart Hill. The library which has a stock of

18,000 books was opened to the public on 7th July, 1960, although not officially opened until 11th September.

A new library service which was opened on 5th August, 1960, has been established at Dowerin.

Hon. Lady Gairdner, wife of the Governor of Western Australia, opened the City of Perth Children's Library on 23rd August, 1960. Initial stock of this library is 6,000 books.

# Commonwealth National Library Notes

## *Administration*

A Bill for an Act relating to the National Library of Australia, foreshadowed in the last issue of the *Australian Library Journal*, was introduced into the House of Representatives by the Prime Minister on 10th November, 1960. After a brief historical account of the development of the Commonwealth National Library and of the circumstances which led to its separation from the Parliamentary Library he explained the provisions of the Bill.

It is not possible to reproduce in full either the Prime Minister's second reading speech or the Bill itself to which readers of the *Australian Library Journal* in any case have access through normal channels. However a good general indication of the Government's intentions may be gained from the section of the Bill setting out the functions of the Library and from extracts from the speech which are set out below:—

### *Functions of Library*

The functions of the Library are, on behalf of the Commonwealth—

- (a) to maintain and develop a national collection of library material, including a comprehensive collection of library material relating to Australia and the Australian people;
- (b) to make library material in the national collection available to such persons and institutions, and in such manner and subject to such conditions, as the Council determines with a view to the most advantageous use of that collection in the national interest;
- (c) to make available such other services in relation to library matters and library material (including bibliographical services) as the Council thinks fit, and, in particular, services for the purposes of—
  - (i) the library of the Parliament;
  - (ii) the Departments and authorities of the Commonwealth; and
  - (iii) the Territories of the Commonwealth; and

- (d) to co-operate in library matters (including the advancement of library science) with authorities or persons, whether in Australia or elsewhere, concerned with library matters.

Mr. MENZIES: (Kooyong—Prime Minister and Minister for External Affairs)

"This is the first major bill on library services to be introduced into this Parliament. It provides for the establishment of the National Library of Australia. Honourable members will, of course, understand that we are not in reality creating a new institution, but are rather proposing that the library services of the Commonwealth which have grown up without formal provisions since federation should now be the subject of legislation by this Parliament. But we are also looking to the future in that we seek to define the functions and role of an institution which will increasingly play a national role of the greatest importance, similar to that of the great national libraries in other countries.

"The existing National Library collections and services are already widely used throughout Australia and are increasingly known abroad. Members are aware that they grew directly from the Library of the Commonwealth Parliament.

"The bill therefore imposes a special responsibility in clause 6 on the governing body of the National Library to provide services to the Parliament. The nature and extent of these will clearly depend on the needs of the Parliament and on arrangements made from time to time between the respective governing bodies. Co-operation between these bodies, which will necessarily be most close during the period of separation of collections and services, will be greatly assisted by the presence on the National Library Council of two members of Parliament. This will be facilitated by the fact that, at least during this period, the one person will occupy the positions of National Librarian and Parliamentary Librarian.

"The provisions in the bill to enable the transfer of much of existing collections and services to the National Library will, we believe, enable the Parliamentary Library to retain and develop specialized services and a specialized collection of material designed to meet the particular requirements of the Parliament.

"As to the functions of the National Library, the statement of functions in clause 6 of the bill is a very general one. It reflects the library's present activities, but provides for their development. This bill is so drafted as to permit and encourage the Council to adapt the growth of the National Library of Australia to national needs as they develop and in the fullest co-operation with other authorities providing library services.

"Members will be aware of the powers and responsibilities for the provision of basic library services for the people. The remarkable progress of recent years, which has brought free public library services to so many local communities throughout Australia for the first time, reflects great credit on State governments and local government authorities. University libraries are also being greatly encouraged, and many public authorities and private organizations, including business firms, have also set up libraries. Together, these libraries, which co-operate freely, make up a national system of library services which can be greatly strengthened through the development of a great national library. Already much is being done in association with the Australian Advisory Council on Bibliographical Services which represents all major libraries in Australia. Union catalogues are being compiled which will ultimately reveal to inquirers the location of any important book or periodical in the country.

"As to the control of the National Library, the bill seeks to establish the library on a formal basis as a body corporate. The arrangements follow the pattern for such bodies and the provisions are broadly similar to those of other government instrumentalities in related fields. The intention is that the affairs of the library will be effectively under the control of a small council of nine representative

and experienced men and women. As honourable members know, the council has already been established on an interim basis with Dr. A. Grenfell Price as chairman, two members of Parliament—The President of the Senate (Sir Alister McMullin) and the honourable member for Parkes (Mr. Haylen)—and six others: Mr. K. B. Myer; Dr. H. S. Wyndham; Mr. Justice Crisp, of Tasmania; Associate Professor, Kathleen Fitzpatrick; Professor L. G. Huxley, the new Vice-Chancellor of the Australian National University; and Mr. E. J. B. Foxcroft of my own department, who is a man of great and special interest in these matters.

"There are some other provisions of the bill which I should perhaps mention. It makes the normal provision, as I have said, for a council controlling a corporate body. It is the view of the Government that the library should be a substantially autonomous body, with ministerial responsibility limited wherever possible. The finance—which will be provided, of course, by annual appropriation—the staffing—which will come under the Public Service Act—and the other matters provided for in the bill all are quite consistent with the substantial autonomy of the council in the discharge of its responsibilities.

"The Government's aim in giving the National Library a statutory basis and a wide charter is to allow it to play a significant and appropriate part in the Australian library system and in Australian life generally. This, as I do not need to emphasize to the House, is of great importance, Sir. We have, we think, done a good deal—and so have governments over a long time—to intensify research and inquiry through universities and through a variety of research bodies and agencies of government. The development of library resources is a necessary and natural corollary.

"I think that before I conclude I should pay a special tribute to the successive Library Committees of this Parliament. These committees have over many years, by their far-sighted policies, laid the ground-work for the institution which this bill, when it is passed into law, will make a reality."

Mr. HAYLEN—"I should like to thank the Prime Minister for his wide and generous statement on the National Library and to indicate that today marks a high point in the cultural development of this country and the development of its libraries, especially in Canberra."

Debate (on motion by Mr. Haylen) adjourned.

#### Accessions

Recent accessions have included a number of substantial additions to the Library's collection of the publications of overseas governments. The Microprint editions of *American State Papers* 1789-1823 and *United States Congressional Serial Set 1817-1839* mentioned in an earlier report are now on the shelves and at least part of the remaining gap between 1839 and 1859 in the latter series is expected to be filled within the next few months. It is proposed also to subscribe to the microprint editions of the United States House and Senate *Bills* from the commencement of the next Congress. Some progress was made in collecting the legislative series of the Province of Canada prior to Confederation in 1867. These consisted of 116 volumes of the *Journal* and *Appendices* of the Legislative Assembly and 15 volumes of the *Journal* of the Legislative Council in the period 1841-1866. A major portion of the *Journals* of the Legislative Assembly of New Brunswick, after 1834, and of the Legislative Council, after 1867, were also acquired.

A programme has been initiated to bring to the Library all of the *Proceedings and Debates* of the Indian Central and Provincial Legislative Councils in original or on microfilm. Those of the Legislative Council of India 1856-1920 and of West Bengal from 1921 have arrived in Australia and arrangements have been made to obtain a run of the *Debates* of the Punjab Legislative Council. Microfilming of the *Proceedings* of the Bengal Legislative Council 1862-1920 has been commenced. Three scholars of the Australian National University now in India are endeavouring to discover for the Library available sets of other Provincial series. If these are not available in the original form it is proposed to obtain microfilm copies.

Efforts to assemble a complete set of the *Verhandlungen* of the German Reichstag from its beginning in 1867 have brought volumes from a variety of sources to make the set something over 90% complete. Some volumes have so far eluded the search on the Continent, in Britain and in the United States.

Resources for Asian Studies have been increased by a number of purchases. The political events of the eighteen eighties in Japan are covered by microfilm copies of three shortlived significant Japanese newspapers: *Jiyuto*, May, 1884-13 Jan., 1886, *Tomoshibi*, 14 Jan., 1886-Feb., 1887 and *Mezamashi*, Apr., 1887-8 July, 1888. The systematic acquisition of Japanese legal and political periodicals has included the following runs: *Hogaku Ronso* v. 1-62; *Hogaku Shimpō* v. 25-63; *Horitsu Jihō* v. 1-31; *Hoso Jihō*, v. 1-7; *Kokka Gakkai Zasshi* 17-70; *Kikan Horitsu Gaku*, nos. 1-20, *Juristo*, nos. 1-182 and *Shi-ho*, a microfilm copy of the *Antara Daily News Bulletin*, May, 1956, to Dec., 1959, in English.

A serious gap in the law collection will be filled by the microcard edition of the *Pre-1865 Law Reports* which covers nearly 350 volumes of the nominate reports excluded from the reprint edition of *English Reports*. The first of the three batches of cards has now been received.

Amongst works of reference, the available volumes, 152 from both series, of Migne's *Patrologiae cursus completus* have now reached the Library and will meet a long felt need in Canberra. The remaining volumes are to be received on standing order as they are reprinted.

In the field of Australiana a notable accession was a collection of letters of the Australian novelist Henry Handel Richardson purchased at Sotheby's.

The National Library decided not to bid at Christies' sale on November 28th, 1960, for what are familiarly known as the 'Palliser Logs' of Captain Cook's first and second voyages. The Library was urged to bid because it was well known that it already held major original manuscripts relating especially to the first voyage and including Cook's holograph journal. The

Library Committee felt that it was essential to ensure that the Logs came to Australia or New Zealand and that this could best be achieved by co-operation between interested authorities. As it was clear that the Public Library of New South Wales and the Alexander Turnbull Library in Wellington were anxious to acquire them the National Library decided to refrain and to support their efforts, limiting itself in this instance to the acquisition of a photographic copy of each.

#### *Publications*

The National Library is planning changes in several of its periodical publications forming part of the Australian national bibliography.

On completion of the issues covering the year 1960 it proposes to discontinue in their present form *Books Published in Australia*, the *Annual Catalogue of Australian Publications*, and *Australian Government Publications*.

These will be replaced for 1961 and later years by—

(a) A monthly publication, entitled *Australian National Bibliography* to provide in one alphabet full main entries and shorter title entries, where applicable, for: books, pamphlets, maps,

prints, sheet music and moving picture films; monographic Government publications, both Commonwealth and State, including bills and acts of Parliament; current overseas books of Australian interest; and the first issue of each new periodical or newspaper. A subject and added-author index will be included.

This publication will be reproduced by offset litho from typed masters.

- (b) An annual cumulation of *Australian National Bibliography*, to be printed from type and to contain in addition a directory of publishers.
- (c) An annual publication, entitled *Australian Government Publications*, to list Commonwealth and State Government publications, both monographic and serial. A subject index will be included.

Consequential changes in *Australian Public Affairs Information Service* which are being referred to the Australian Advisory Council on Bibliographical Services will not be made until late in 1961.

Publication of *Australian Books* and *Australian Films* will continue in their present form.

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#### *SURVEY OF AUSTRALIAN LIBRARY RESOURCES*

Professor Maurice Tauber, of Columbia University, will arrive in Australia to begin his Survey of Australian Library Resources on February 27th, 1961.

While in Australia Professor Tauber will be responsible to the Standing Committee of the Australian Advisory Council on Bibliographical Services. The need for the survey was demonstrated by the pilot study of the holdings of Australian libraries which was made by A.A.C.O.B.S. in 1958-1959.

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## Correspondence

Dear Madm,

I had hoped that my July article *Why Children's Libraries?* would produce some response that would indicate that interest in library work with children does exist in Australia. Miss Boniwell has responded, in the October A.L.J., but she has also reinforced my sense of dismay and, at the same time, largely explained the causes of that dismay.

Miss Boniwell admits that she has not seen all children's libraries—neither have I. But her defence of the "fine and often inspired work being done in Australia" by children's librarians with "good professional standards" is a mere statement unsupported by evidence. I have at least the evidence of the 1959 R.10 papers to argue from.

The statement that "the mere fact that (librarians) have chosen to be children's librarians is evidence enough of their vocational interest" is an extraordinary generalization about human motives. Also, it is well known, and has been openly admitted in Association meetings in New South Wales, that in many municipal libraries the most junior and dispensable member of the staff is placed in charge of the children's section.

Also, if we have children's librarians with "good professional standards" and "dauntless spirits" how does it happen that there is "a great dearth of constructive interest and genuine support from library authorities . . ."? And the fact that "the status of training for children's librarianship alone points to an astonishing display of apathy on the part of the library profession as a whole" is surely an indictment of children's librarians. For any truly professional worker is a teacher, even if he never delivers a lecture or conducts a seminar.

I would like to point out, very clearly, that my "sweeping indictment of children's libraries in New South Wales" was in fact only a mention that the old social therapy idea was particularly prevalent in that State. And if this is not true, how does

Miss Boniwell explain the appalling playground "libraries" that are *not* libraries but which surely exist only to keep the kids off the streets? But I do maintain that I have seen very few examples of "happy literary activity" (whatever that means) in the N.S.W. libraries I have been able to visit.

The fact that children's librarians have failed to enlist the "constructive interest and genuine support of library authorities" and have failed to invigorate education for children's librarianship is an explanation of a very unhappy state of affairs. Miss Boniwell's cliches about good children's books being books that "widen mental horizons and strengthen the spirit" and "are an inexhaustible source of joy and inspiration . . . offer a lifetime of pleasure . . . wonder and romance" are a further satisfactory, and most unhappy, explanation. (By the way, do Miss Boniwell and Mr. Fadiman imagine that a "sense of wonder" is a solely juvenile prerogative?)

I agree, and I have always urged, that children's librarians must read children's books, ceaselessly. But this reading is valueless unless it is positively critical. I know that absolute agreement on minor points of criticism should not exist but I do not see that criticism can be based upon woolly ideas about joy, inspiration and strengthening the spirit.

Miss Boniwell has attacked the particularized aims of the school library, which I quoted; she does not, apparently, see that these narrowed aims were quoted for a purpose. I gave, very definitely, the general aim that "a children's library exists to give opportunities for self development to children". I said that "the children's library . . . exists to satisfy . . . the needs of the child for the materials necessary for full . . . self development . . . to give children . . . the opportunity to grow up to be as good as they were as born to be"—for their own good and that of the community.

Miss Boniwell finds in this a sinister "delving into the psyches of library bor-

rowers"—and she sounds suspiciously as though she has that fear of expert knowledge that the disciples of mediocrity employ as an impediment to the recognition of the professional status of the real children's librarian.

I should like to ask Miss Boniwell why, if we are not concerned with the development of children, we should spend money on children's libraries? And what in the name of Callimachus is the sense of reading children's books unless you do so with the primary intention of finding what these books have to give to a child who may read them?

The claim that for the "genuine librarian" "knowing his books is I feel of far greater significance than 'understanding the child'" is both an absurdity and a confession of the muddled thinking that brings children's librarianship into disrepute with "library authorities". Without an understanding of children and their needs there is no point in reading books for children, selecting books for children, and enlisting the interest of children in books.

D. R. HALL.

Dear Madam,

I think Miss Boniwell's disagreement with the emphasis and alarm at the tone of Mr. Hall's article "Why Children's Libraries?" has forced her into presenting an argument which is as extreme as the one she seeks to counter.

Surely Miss Boniwell is not serious when she says in effect that librarians must not make value judgments on the literature they handle because librarians have been known to differ and their critical faculties to flag? What can be the use of "reading, reading, reading," children's books if one is not to use the knowledge gained to *select and reject* (never ban)?

Obviously librarians, or all librarians, cannot be trained psychologists. At the most they can make very superficial assessments of their borrowers' "developmental needs" — but any judgment or appreciation of children's literature which does not at some time consider the needs of the children for whom it is created must be inadequate.

The children's librarian must *aim* to introduce the "great books, the stimulating books" when they are most needed and when they can be fully appreciated. To quote just one recent statement, the librarian might well consider whether or not Douglas Brown is right when he says that Treasure Island is ordinarily read by children a year or two too young for it and that "a proper participation in Jim Hawkins' adventures and a proper realisation of Silver can hardly come to the normally endowed before the age of thirteen or fourteen" (R.L.S. Inspiration and Industry in *Young Writers Young Readers*, Hutchinson, 1960). If he is right then here we have an example of enthusiasts for the best in literature at times depriving young readers of a full appreciation of a book through bad timing.

It seems to me that children's librarians must assess their own guilt for past mistakes of this kind and spend a lot more time in discussions on when to sow their seed and in what areas their particular seed will produce a maximum yield.

The children's librarian must be familiar with the best in children's literature certainly, but he must be knowledgeable in a way which enables him to present the right book to the right child at the right time.

All obvious I'm sure to both Miss Boniwell and Mr. Hall.

MARJORIE ROE,  
Brighton, South Australia.

Dear Madam,

This is an appeal!

In the July issue, 1960 (v. 9, no. 3) I was happy to see the contribution by Sargent & Brown to that important but neglected field of librarianship: bibliographic reference work. Their compact and fair list of basic reference material should prove to be an excellent guide to small and medium local libraries. No list of this type can be perfect and one could easily pick holes in this one, too. I would have excluded some titles because of their unreliability or of their age; some others I might have included in order to preserve more balance. But all in all it is a useful piece of work.

It would cost a library something like £A1000 (less discount!) to build up such

a collection which would be reasonably efficient for basic reference work. (It would have taken less time to work out the cost if the authors had abstained from the queer quirk of quoting prices in shillings). How interesting it would be to know whether many municipal or regional authorities who have recently started or are about to start a library service would make £1000 available to their librarians so that reference service can be given. But to stimulate such development, could the Booksellers' Association

or an individual bookseller offer a prize for a competition and useful exercise in librarianship? A prize of so many book tokens to the library of a municipality or region serving a population not exceeding 50,000, which has all the books listed in this bibliography, providing, however, for State bias wherever this is applicable!

Competition for a worthwhile prize would help all.

D. H. BORCHARDT,  
University of Tasmania Library.

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## Book Reviews

*Bower, William W. International manual of linguists and translators. New York, Scarecrow Press, 1959, 451 p. \$10.00.*

This is really a remarkable book. Superlatives fail me to describe its strange merits while the use of any adjective in its positive form would appear to be foreign to the intentions of its author. The list of contents gives some idea of the coverage: I. Classification of languages; II. International directory of linguists, translators, interpreters, tutors, and other foreign language specialists (according to language community); III. International translation fees; IV. Legal information; V. International bibliography of special dictionaries, encyclopediae [sic] manuals, reference works, glossaries, and other lexicographical aids; VI. Organisational information; VII. Foreign language training; VIII. Suppliers and services; IX. Annex [including i.a. U.S. Diplomatic Missions, Legations and Information agencies]. All that—and I shall presently tell what else—on 451 p., not very closely printed! While the author, whose achievements and qualifications are listed on p. iv. (where he presents himself as a professional translator, interpreter and foreign language instructor and responsible for the translation program of an industrial research organisation), has set out to "break the language barrier" his contribution to that task is not very obvious from this book.

Anyone who has ever been engaged in translation or acted as interpreter in 2 or more languages will know that it is very handy to have at one's fingertips certain basic information over and above and outside the mere vocabularies of the languages involved. But this type of special information changes almost with each and every translation job and the notes made by one translator will be useless to another. The author's claim to have provided "fingertip information, summarised and co-ordinated in one unit, to a maximum number of users all over the world..." betrays either the author's complete lack of understanding of the problems of translation and interpreting, or an unbounded

faith in his own competence—maybe both.

The section purporting to list special dictionaries "to a maximum number of users" contains on 128 pages some 1000 odd entries, not annotated, and arranged by country of publication under each major language. Under the heading English one finds a most heterogeneous collection of English—English dictionaries and glossaries, covering the following fields: general (including i.a. Pidgin English and Irish English—why?) Technical, Electronics, Transportation, Chemistry, Medicine, Meteorology, Law, Military. Again I must ask—why? And the most sensible retort would be: Why not? There are 21 entries in all, but neither the O.E.D. nor any one of its descendants is cited. Under some languages the standard works within the language are given and one wonders why this laudable practice has not been carried out uniformly. There is, after all, no better explanation of the use of terms than that given by the native speaker; the inclusion of Larousse, Melzi and the like would seem basic common sense. Altogether the listings are haphazard and not correlated. An English-Italian dictionary of optics is entered under "Italian-optics" but unless the user finds it by accident, no index or plan will tell him of its existence.

While the section on translation fees seems to me rather useless—it must needs be out-of-date in a year or even sooner—the extensive tables of chemical elements, of metric conversion tables and of ASTM sieves, to name only a few of the special features of this remarkable book, would appear to represent a strange selection from such standard vademecums as the *Handbook of Chemistry and Physics*, a selection which cannot possibly be of use to anyone but the selector.

There is about the whole book this air of personal selection, which is infuriating and pitiful at the same time. Selection, be it personal, natural or what have you, must be based on some criteria. Haphazard selection makes nonsense. Why is "Univer-

sity College, Auckland" (it was never called *that* way!) selected as specializing in foreign language training in N.Z.? And who in Australia would give pride of place among foreign language training schools to the *Wycliffe School of Linguistics*, which at any rate is not so styled on its own letterhead? On the same page we find jumbled together two Dolmetscher—Institute in Germany at the Universities of Heidelberg and of Mainz, and the Seminar für Indogermanische Sprachwissenschaften, all seemingly engaged in foreign language training: it would seem that Mr. Bower does not know the difference between these institutions (which to most university students would appear obvious).

It is quite impossible to point out all the failings of this book in a review which must by necessity be brief. To sum up I feel I must make it plain that this compilation does no credit to the publishers. It is a hotch-potch of notes made by a self-styled authority on a variety of subjects more or less closely connected with the job of translating but of no use whatsoever to anyone but perhaps the author himself. The publishers have again put before us one of those half-baked concoctions which are paraded as scholarship because their wooliness has been taken for a hidden thesis.

DHB.

*Carter, Mary Duncan and Bonk, Wallace John, "Building Library Collections". New York, The Scarecrow Press, 1959. 259 p. \$6.00.*

The conscientious reviewer is always aware of his inadequacy for his task. He has to pass judgment after a few hours' study on a work which will have taken its author at the very least several weeks of effort and study. But however aware he may be of the fallibility of his judgment he is under obligation to express it with no reservations and no qualifications except that it is his judgment and may be mistaken. More than most disciplines, librarianship is burdened with a literature which is both inadequate and excessive. The books which are needed have not been written and too many of the books

which have been written are mere empty repetition. The bad book may not drive out the good book but the unnecessary book certainly prevents the necessary book being published.

The book under review is an unnecessary book. It takes 250 pages to say nothing which has not been said over and over before. The title is misleading. What the work should have been called is *Book selection for public libraries*. This is a very important subject but it is not the subject which the title would suggest. Here in Australia we are greatly concerned with all the problems associated with the building up of library collections which will be both within the scope of the national resources and adequate to meet national needs. This is not a subject which this book touches on. The authors believe that the problems of university and special libraries are only special aspects of the problems of a metropolitan public library. Anyone who can believe this can believe anything. The first chapter of the book on the principles of book selection takes 39 pages to say nothing of any importance which could not have been said in three paragraphs. It revels in subtle and meaningless distinctions and is inflated with jargon, capital letters and constant repetition. The second chapter on 'Censorship and Book Selection' takes nearly as long to avoid coming to any real conclusion. This is a difficult subject but it is possible to write sense about it. The book is filled out by chapters on the publishing trade and national and other bibliographies which are not immediately relevant to the subject of the book and contain material which can be found over and over again in other works.

The complaint I have about this book is not that so much of it is bad but that most of it is unnecessary and all of it is too long winded. The book selector who turns to this work for guidance over a practical decision will usually receive a woolly answer. The advice on weeding collections could have been written by the author of the personal column in a woman's weekly. It clings so guardedly to the fence that no one could have a chance to blame the authors for any con-

sequences of following their advice. When it does come down it is usually wrong. "Keep collected biography but individual lives of persons whose importance is no longer great, may be discarded after several decades." In any library which aims at a permanent collection it is the individual biography of the no longer eminent which may perhaps be of value. And even in the United States I cannot believe that plants and practices change so rapidly that gardening books can be discarded after five years. The work on Australian gardening which as a gardener I keep constantly by my side was published well before this century began.

It is never pleasant to condemn a book but a work such as this is not merely an obstacle to a better book being written. By its pretentious emptiness it brings discredit on the whole concept of librarianship as a learned profession.

#### L. JOLLEY.

*Fiske, M. Book selection and censorship: a study of school and public libraries in California. Berkley. Univ. of Calif. Pr., 1959.*

This study grew out of widely publicized incidents in the Californian library scene. As a result of the work of fringe pressure groups all U.N.E.S.C.O. publications which were accused of "indoctrination", were withdrawn from the State's school libraries. A campaign by a Marin County housewife with a list of fifteen "objectionable" books resulted in a flurry of censorship in school and public libraries, and a Bill allowing complete censorship of library materials was passed by the State Legislature, though finally pocket-vetoed by the Governor. The Fund of the Republic financed this investigation of whether restrictions were still being imposed on libraries, and if librarians were voluntarily or involuntarily imposing restrictions on book selection that might "threaten the citizens' right to easy access to an adequate collection of books and periodicals as his community, his county or his state can afford".

With her investigators, Dr. Fiske interviewed a wide range of librarians and administrators in high schools, municipal, county and the State libraries. Librarians

were asked searching questions on their book selection policies and practices, their attitudes to "controversial" books of various types, pressure groups, the role of their library in the school or community, their attitudes to school boards or trustees in relation to book selection, procedures for handling objections to books, and their professional and other education and reading, and community affiliations. A sample of the types of questions asked is given, and the interviews usually took about two hours with good co-operation from librarians. The searching analysis of book selection and acquisition arising from the enquiries should be of great benefit to professional librarians and students of librarianship, as well as laymen.

The results of the survey were revealing and shattering to the library profession, to our philosophy of librarianship and our responsibilities to our profession and to readers. Restrictive practices were found to be widespread and deliberate. Although half of the librarians interviewed expressed unequivocal "freedom to read" principles, two-thirds actually practised some form of restriction. The most popular form of censorship was "censorship at source" or non-purchase of controversial material, but once bought "reserve" or under the counter collections were the main means of limitation. Sex obscenity was the most common reason for objection, then politics, then race or religion, and lastly, material on subjects like fluoridation, group dynamics, etc.

Among public librarians those with the highest professional schooling and in the younger age groups were less restrictive. Perhaps the most important finding was that librarians believing in and practising quality book selection, rather than demand orientated selection were less prone to carry out or submit to censorship.

Most of the attacks on book selection occurred in school libraries, however, and it is interesting that the survey showed opposite results in high school and public libraries. Despite the fact that on the whole they were younger and had higher professional qualifications larger percentages of school librarians practised restrictions. This was analysed to be due to the

feeling of isolation among school librarians, their feeling of subordination, however unjustified, to other school staff members, and of the inadequacy of the public image and status of librarians.

"Book selection and censorship" is one of the most significant books in the library field in recent years, and should be read by all responsible for and engaged in book selection in public and school libraries. It is objective, workmanlike, and revealing, and will cause many of us to re-think our book selection policies. All engaged in public library work in Australia can instance restrictive attempts which have occurred and will continue to occur, and the world-wide implications of this book should bolster our belief in the freedom to read. It highlights the need for a Library Association of Australia "Library Bill of Rights" as well as our own written book selection policies. The discussion of written book selection policies, their efficacy for both policy and defence was the only area in this book which could have been amplified.

One of the most important revelations was that where the local or city press believes in freedom to read and backs the library, censors fail, but when the press approves of censorship, restrictions in local libraries follow.

BARBARA BUICK.

*Library Display.* By Stephanie Borgwardt. Johannesburg, Witwatersrand University Press, 1960.

The author has obviously set out to provide a comprehensive manual on display as one of the public relations activities interior and exterior, associated with libraries. Following a brief acknowledgement of the writings of Savage, and others, in which the whole organization of the library itself is regarded as a type of display, she passes to consideration of the narrower sense of the term, in which display means the collection of books and materials around a central theme and their deliberate organization in a prominent position for a limited period, with the explicit purpose of attracting the attention of readers and others.

Part 1 deals with definition of the subject, aims and objectives of display

work, qualifications of the display worker, guiding principles, choice of subjects, and accounts of notable exhibits from various sources. All types of library are discussed to some degree. Part 2, the longest of three parts, deals, extensively and intensively, with practical details of arrangement and methods, ending with a chapter on "Displays in the small library" which is sensible and helpful. Stress is laid on the necessity for a high level of craftsmanship, with recommendations for placing the actual work of production in the hands of the professional artist where opportunity allows, or, at least, in the hands of an assistant gifted in this respect. For the latter, this book would be particularly useful. The librarian interested at the policy level will probably wish that equal space had been given to the topics dealt with in Part 1.

Several perennial arguments are stated and examined, but not really resolved. There is necessarily a considerable element of opinion in answers to questions such as whether display is a necessity or a "frill"; what is the legitimate use of non-book materials and themes, or should all activities relate directly to books; should books displayed always be available for immediate borrowing; how far is effectiveness measurable. Nevertheless, one also gets a slight impression that the author, in order to present all sides of such questions, has used quotations rather freely at the expense of argument.

Part 3 of the book is an interesting summary of a questionnaire on the use of display answered in 1957 by 67 South African libraries. The variety of institutions included is great, ranging from State and University libraries to one in which "membership has risen from 33 to 260 in 6 months"!

Because of the great number of examples quoted, this is a useful manual for those looking for ideas to set their own imaginations working. It includes 16 plates which are all attractive and stimulating. The 8-page bibliography lists some books, not all in the library field, and a large selection of articles from a dozen or so journals. The review slip states that the retail price is £2/-.

MARGARET MILLER.

# A Case Against Library Control of Archives

PETER BISKUP, B.A.

After reading Mr. Sharman's article in the July 1960 issue of this Journal, in which he argues for library control of archives, I felt that some sort of reply was called for, in spite of all the airing given to the subject in recent years. My reaction was due not so much to a conviction that I had anything strikingly original to contribute to the discussion, as by certain inconsistencies which I thought I could discover in the argument presented by the author. As a rather junior member of the archival profession, I feel in a way poorly qualified to criticise the opinions of someone who is obviously arguing from long and varied experience; on the other hand, it seems to me that a newcomer in any field can claim a certain flexibility of outlook which can at times make up for his lack of detailed knowledge.

Mr. Sharman discusses the issue on two levels, the institutional and the professional without, however, keeping a strict line of division between the two. His argument, if I understand it correctly, is that both institutionally and professionally, a number of disadvantages notwithstanding, library control of archives is a good thing, if not on principle, then at least as an expedient. In his discussion on the issue on the institutional level, the author asserts that Australian experience had shown that archives can only be successfully developed under the aegis of a library system, and points out the slow progress made overseas in the establishment of archival institutions separate from library control. This is admittedly a powerful argument, especially in a country like Australia, where financial resources at the disposal of libraries and similar institutions have been chronically meagre. It is, however, an argument which is true only under certain conditions. It is a well known fact that libraries, as we know them today, have not come into existence overnight, but have as a rule developed under the protection of a King, Parliament,

a powerful noble, or a rich merchant. There is a lot to be said for library control of archives in the early stages of an archival programme; but it is equally true that the partnership, once an archival institution is past its first growing pains, can be irksome and a bar to progress.

Continuing the same line of thought, the author argues in another context that while archives in Australia are small and comparatively unknown, it is impossible to conceive of their surviving except under the wing of a more firmly entrenched agency. Surely the main problem confronting Australian archives is not that of survival but one of growth and expansion. The function of an archival institution today goes beyond that of being a storehouse for musty volumes of the colonial period. The continued expansion of government activities and the resulting increase in the output of records calls for a corresponding growth of archives throughout the Commonwealth. Continued association with libraries under these conditions is likely to prove more of an impediment than a stimulus to growth, if only because it prevents archives from achieving separate identity in the eyes of the public in general, and of government officials in particular, a fact which the author himself admits when he says that in his experience departmental officers are often hesitant to transfer their records, especially those of a confidential character, to a library where they expect them to be placed on open shelves. A lot would, of course, depend on the status given to the archival administration within the governmental structure. Ideally, archives should be given a place which would enable them to deal independently as well as effectively with all government departments, sub-departments, boards and commissions, while the archivist himself should be invested with sufficient authority to deal promptly with whatever issues he may be confronted with, especially in the early stages of an

archival programme, when top-level decisions are frequently called for.

Nor is it likely, as the author seems to imply, that the emancipation of archives from library control would result in the lowering in the quality of the public service provided. If his argument that archivists share with librarians a certain idealism in the common cause of education is in fact true, then it may not be unreasonable to expect that the archival profession will continue to show a sense of vocation even after the emancipation of archives from library control. It may be that an archivist's concept of education may at times differ from that of a librarian, since he is not only concerned with the present but with the future as well. Public service is only one of his responsibilities; he is under a similar obligation to the government of whose records he is the official custodian. With these qualifications, however, he is likely to remain as dedicated a public servant, in the better sense of the word, as his library colleague.

The second part of the article is devoted to the professional aspects of the issue. Discussing the qualifications demanded from archivists by the librarians, Mr. Sharman sees these at one stage as an "undoubted advantage" and at another as a "legitimate grievance", meaning presumably that they are a mixed blessing, which they are indeed. The author starts with the statement that librarians have almost invariably required archivists to be graduates, and looks upon this fact as an undoubted advantage for the archival profession, since it will lift it to a level which will stand it in good stead in years to come. It seems that the author gives praise where little praise is due. In most countries where archives are independent of library control, entrants into the profession are expected to be university graduates. This is only natural, for an archivist must have a broad vision and a grasp of essentials which, to a vast majority of individuals, only university education can give; as a rule he is also expected to have some training in research methodology.

The author concludes with a brief examination of the problem of professional qualifications for archivists, which in Australia,

unlike in most other countries, are the same for both archivists and librarians.\* His verdict on the Registration Certificate of the Library Association of Australia is that its subject coverage, including compulsory units, is of little or no use for the practising archivist. Nothing could be more true, and from an archival point of view the time spent studying for library examinations could be more profitably spent on specialised archival training or research work leading to a higher degree. To be sure, the archivist should possess some knowledge of library techniques, such as subject classification, which he can profitably apply in his own sphere. Basically however, in spite of certain similarity in terminology, the approach of the two professions to the material with which they work is fundamentally different. One can therefore commend the decision of the Library Association to offer in the planned revision of its syllabus a choice of subjects which will give future archivists the sort of specialised theoretical training they will find useful in their practical work.

Taken as a whole, the article leaves one with a vague feeling of uncertainty. Not only has the author, in my opinion, failed to prove his case satisfactorily, but has also left the reader with a doubt as to his real feelings on the issue. Some of the passages, in fact, read as if they had been written by an exponent, not an opponent of the case for the emancipation of archives from library control. The description of the separateness of the two professions, where the author stresses the differing standards of training required, the differing type of personalities the two callings will attract, and the distinctive avenues of service to which the two professions devote themselves, would be impossible to improve upon. Perhaps what the author really pleads for is a better deal for archives and archivists within the existing framework. But can this be achieved without upsetting the status quo? That is the real question.

\* This does not, of course, apply to University and bank archivists, and also to those appointed by some large commercial and industrial concerns. Nor do all libraries, notably the Public Libraries of Victoria and South Australia, require their archivists to study for the Registration Certificate. The National Library, before the separation of the National Archives, favoured the same policy.

# Library Association of Australia 1961 Conference

**AUGUST 21st — AUGUST 24th**

**UNIVERSITY OF MELBOURNE**

**THEME—LIBRARY RESOURCES FOR THE NATION**

**Monday, 21st**

2.00- 5.00 p.m.—Registration of conference members at Wilson Hall.  
8.00 p.m.—Official opening and addresses.

**Tuesday, 22nd**

**Morning:** Plenary session addresses by several speakers on the conference theme, with discussion from the floor.

**Afternoon:** Section meetings on topics related to the theme.

**Evening:** Plenary session, addressed by a guest speaker.

**Wednesday, 23rd**

**Morning:** Section meetings.

**Afternoon:** A series of meetings of general interest to several sections.

**Evening:** Soiree.

**Thursday, 24th**

9.15-10.00 a.m.—Annual General Meeting.

10.30-12 noon—Several speakers discussing the nation's resources of librarians, in both quantity and quality.

2.00- 3.00 p.m.—Address on the role of the Association in developing national resources, and its future policy in all aspects of this.

3.00- 4.30 p.m.—Conference resolutions.

**Evening:** Victorian Branch farewell to visitors.

The Conference Committee hopes to relate all sessions, except those of Wednesday morning and afternoon, directly to the theme of discovering, developing or promoting the library resources of the nation. Several eminent visitors are expected to address the Conference, but at this stage, no definite commitments can be made.

## PUBLICATIONS OF THE COMMONWEALTH NATIONAL LIBRARY

*In the July, 1960, issue of the Australian Library Journal four publications of the Commonwealth National Library were incorrectly listed as being available "gratis".*

*In fact all publications still in print are available from the Commonwealth National Library, Canberra, either for sale, or for exchange and for limited free distribution to approved institutions.*

*The first six titles are also available for sale at the Government Printer, Canberra. Subscriptions for current and future issues should be placed with the Government Printer. Orders for back sets should be placed with the National Library.*

*The publications are:*

Annual Catalogue of Australian Publications: no. 1, 1936, to date. Price 6s. 6d. per volume. No. 1 (1936) and no. 3-8 (1938-1943) o.p.

Australian Books: a select list: 1949 to date.

Annual. Price 1s. 6d. per volume. Supercedes Select List of Representative Works dealing with Australia: reprinted from the Official Year Book of the Commonwealth of Australia: 1933-1948. Annual. Issues prior to 1945 o.p. 1933 list not issued separately. 1945 list covers the years 1944 and 1945.

Australian Government Publications: v. 1, nos. 1-2, January-February, 1952, to date.

Monthly. Processed. Price 1s. 6d. ea., 15s. p.a. Issues prior to 1955 o.p. Cumulated in Annual Catalogue of Australian Publications.

Australian Public Affairs Information Service: a subject index to current literature: no. 1, July, 1945, to date.

Monthly. Processed. Cumulated annually as from 1955. Price 2s. 6d. per issue, 10s. 6d. per annual cumulation, 30s. p.a. for complete service. Monthly issues prior to 1951 o.p.

Union List of Newspapers in Australian Libraries: pt. 1, Newspapers published outside Australia; pt. 2, Newspapers published in Australia.

To be kept up-to-date by supplements. Price, including the supplements, 10s. for pt. 1, and 27s. 6d. for pt. 2. Supplement no. 1 to pt. 1, 1960. 26 p.

Australian Bibliography and Bibliographical Services. 1960. 219 p. Price 15s.

Books Published in Australia: list of books supplied to the National Library, Canberra, under copyright: January-March, 1946, to date.

Monthly. Issues prior to 1958 o.p. Cumulated in Annual Catalogue of Australian Publications.

Australian Films: a catalogue of scientific, educational, and cultural films, 1940-1958. 1959. 207 p.

Price 12s. 6d. To be kept up-to-date by annual supplements. 1st Supplement, 1959. 1960. 32 p. Price 5s.

Catalogue of 16-mm. Films. 1960. 345 p.

Price 21s. To be kept up-to-date by supplements.

Historical Records of Australia: ed. by Dr. F. Watson.

Series I.—Governor's Despatches: v. 1-26.

III.—Despatches and Papers Relating to the Settlement of the State: v. 1-6.

IV.—Legal Papers: v. 1.

The Beginnings of Government in Australia (Supplementary volume).

Price £3 5s. per volume. Series 1, vol. 2, o.p. Publication of further Historical Records has not been resumed.

Parliamentary Handbook of Australia: 1st-13th ed., 1901/15-1957/59.

Price 42s. per volume. 1st, 5th, 6th, 8th, 9th, and 11th ed. o.p.

# Revised Examinations in 1962

Over the years the examination system of the Library Association of Australia has been altered from time to time, and a major revision has now been completed. The Board of Examination, Certification and Registration of Librarians has drafted new Regulations and a new Syllabus, the General Council has adopted them, and they will come into operation in 1962.

The Regulations and Syllabus will be published in the 1962 *Handbook*, but so that the greatest possible notice may be given to libraries, library authorities, schools of librarianship, tutors and intending candidates they are reproduced here.

Reading lists are being prepared, and when completed will be made available during 1961 to libraries, schools of librarianship and tutors on request. They will be published in the 1962 *Handbook*.

## REGULATIONS

1.—Each candidate for the Association's examinations or certificates shall be qualified for matriculation at an Australian University, or be a person admitted upon conditions approved by not fewer than five members of the Board.

2.—The Board may recommend to the Council the issue of the following certificate and diploma:—

- (i) A Registration Certificate;
- (ii) A Diploma.

3.—*Registration Examination and Registration Certificate.*

[Holders of the Registration Certificate are qualified to apply for Professional Membership of the Association.]

Before the issue of the Registration Certificate is recommended each candidate for it must

- (a) Before sitting for any papers of the Registration Examination or offering the whole or any part of any other examination in place of the whole or any part of it be a financial Member of the Association;
- (b) have passed the Registration Examination set by the Board in accordance with the Syllabus, provided that the Board may accept the whole

or any part of any other examination in place of the whole or any part of its own examination;

- (c) have had three years' experience and/or training in librarianship to the satisfaction of the Board, or such other experience and/or training in librarianship as the Board may require;
- (d) have reached the age of twenty-one years.

4.—*Diploma Examination and Diploma*

Before the issue of the Diploma is recommended each candidate for it must

- (a) before submitting a thesis or bibliography or sitting for an examination be a Professional Member of not less than two years' standing and financial, and hold a Degree or Diploma approved by the Board;
- (b) have had a thesis or bibliography accepted by the Board and passed in an examination set by the Board, in accordance with the Syllabus; provided that the Board may accept the whole or part of any thesis or bibliography and of any examination in place of the Syllabus requirements.

5.—*Elementary Examination*

[Members who have passed the Elementary Examination are not qualified thereby for any certificate issued by the Association or for Professional Membership of the Association.]

The Elementary Examination is not a prerequisite for the Registration Examination and a pass in it does not count towards the Registration Examination in any way or as a substitute for any paper or papers of the Registration Examination.]

Before sitting for the Elementary Examination or offering the whole or any part of any other examination in place of the whole or any part of it, each candidate must be a financial member of the Association.

6.—The Board may require a candidate for any Examination, Certificate or Diploma to furnish evidence of working

experience in any particular subject offered.

7.—The Board may appoint Members of the Association to assist it and its Secretary.

8.—Examinations shall be held during each year, at such times as the Board may determine, and shall be as set out in the Board's Regulations and Syllabus.

9.—Candidates accepted for examination for the first time shall not be admitted to examination until they have bought from the Association a copy of its *Handbook*, including the Syllabus.

10.—Candidates shall apply to the Board's Secretary in the form required by the Board, for permission to sit for, or to be exempted from, any examination or part thereof.

11.—Having received an application in the required form together with the prescribed fee, or fees, the Board's Secretary shall in due course advise the candidate of the time and place of the examination.

12.—The Board's Secretary shall refer to the Board any claim for exemption or for special consideration, and any question as to the candidate's claims to have fulfilled any required condition. If an application is rejected, the fee may be returned.

13.—The prescribed fees for the examinations or exemptions therefrom, and for certification shall be in Australian currency and

(i) For the Registration Examination .....	£13 10 0
or £1/10/0 for each paper	
(ii) For the Diploma Examination .....	£5 0 0
(iii) For papers additional to the Certificate or Diploma requirements, each	£2 0 0
(iv) For the Registration Certificate .....	£4 0 0
(v) For the Diploma .....	£5 0 0
(vi) For the Elementary Examination .....	£2 0 0

14.—A candidate who withdraws from or does not present himself for an examination shall not have the fee for it returned to him or held for any later examination.

15.—A candidate shall not be entitled to an individual report on his work in a paper or any reasons for failure or to any

re-examination, but if he is failed he shall, upon payment of ten shillings per paper and if application is made within thirty days of the publication of results, be informed of his marks and of the pass mark, be given a copy of a general report on the paper, and have his marks arithmetically checked. If he is passed as a result of the arithmetical check the fee shall be returned to him.

16.—Examinations shall be held when necessary in the capital cities of the Commonwealth of Australia and elsewhere at the discretion of the Board.

17.—If a candidate does not reside and is not employed in the place at which the examination is held and if his extra expenses of attendance are more than half the prescribed fee, the Board may reduce or remit the fee.

18.—If the questions in an examination paper are not of equal value, the marks allotted to each question shall be indicated on the paper.

19.—A thesis or bibliography required as a section in any examination shall be handed in at a time fixed by the Syllabus or by the Board.

20.—Names of candidates shall be withheld from the examiners.

21.—No candidate shall be deemed to be qualified to hold the Registration Certificate or the Diploma until the Certificate or Diploma has been issued.

22.—The Board may issue to a candidate a statement that he has passed in an examination or a part thereof, but no such statement shall be described as a Certificate or Diploma issued by the Council.

23.—The Registration Certificate and the Diploma shall be in the forms determined by the Board and the Executive of the Association and shall be signed by the President, the Chairman of the Board and the Registrar in office at the time of issue.

24.—For a pass in any Examination a candidate must take papers in such groups and under such conditions as are stated in the Syllabus.

25.—More papers may be taken at an examination for the Registration Certificate or the Diploma than the minimum required.

26.—At the discretion of the Board a paper or papers may be taken other than as required for a pass in the whole of any Examination and candidates may be passed in them and with Merit but papers not taken as required for a pass in the whole of an Examination shall not be counted towards a pass in that Examination.

27.—If in the opinion of the Board a candidate has passed with merit in a paper in the Registration Examination, the Board may recommend that the Registration Certificate be endorsed accordingly, and where a candidate has passed in extra papers at the time of examination or at any other time, the Board may recommend that the Registration Certificate be endorsed accordingly.

28.—The Board may appoint examiners in any subject or paper and delegate examination thereon to its appointed examiners, but shall be responsible for the papers and questions set and shall determine the number of questions, the choice of questions and the standard of pass and merit in each paper and may revise the marking of any examiner.

#### TIME OF EXAMINATION AND CLOSING DATE FOR APPLICATION

##### *Registration Examination*

The Registration Examination is held in November and/or December each year. Application must be made not later than 30th June.

##### *Diploma Examination*

Arrangements for the Diploma Examination are made in accordance with the conditions stated in the Diploma syllabus.

##### *Elementary Examination*

The Elementary Examination is held in June each year. Application must be made not later than 31st March.

Forms of application for admission to examination may be obtained from the Secretary of the Board of Examination, Library Association of Australia, c/- Public Library of New South Wales, Macquarie Street, Sydney.

#### REGISTRATION EXAMINATION

For a pass in the Registration Examination a candidate must pass in nine papers. Papers 1-7 are compulsory.

One, two, three or four papers may be taken at an examination until four have been passed. When four have been passed, any number of papers may be taken.

*Within the limits imposed by the number of papers he is taking, a candidate must at his first examination, include the maximum number from Papers 1-3; at subsequent examinations, include the maximum number from Papers 1-3 not already passed.*

##### *Transition*

Candidates who passed the Preliminary Examination in 1961 or earlier will be exempted from Papers 1-3.

Candidates who passed in papers in the Registration Examination in 1961 or earlier will be exempted from the same number of papers in the current Syllabus.

In order to reduce duplication of subject matter, candidates selecting papers from the current Syllabus will be limited in their choice in accordance with the following table:—

Candidates who passed in 1961 or earlier in	may not take
PAPER	PAPER
R1	6
R2	7
R3	(no restriction)
R4A	5A
R4B	5A
R4C	5B
R5A-H	5C
R5I	12
R6	10
R7	(no restriction)
R8	11
R9	14
R10	13

##### *Papers*

The Registration Examination Papers 1-16 are as follows:—

##### **COMPULSORY**

1. Books and Related Materials.
2. Libraries.
3. Acquisition, Organization and Use of Books and Related Materials.
4. Reference Work and Aids to Research.

5. Library Administration
  - (A) Public Libraries and Library Services, Local State, Commonwealth
  - or (B) University and College Libraries
  - or (C) Special Libraries, Subject Departments and Special Collections.
6. Cataloguing and Classification. A
7. Cataloguing and Classification. B  
**OPTIONAL**
8. Advanced Cataloguing and Classification.
9. Book Selection, Collection Building, Assistance to Readers and Aids to Research
  - in (A) The Social Sciences
  - or (B) Science and Technology
  - or (C) The Humanities.
10. The History and Comparative Study of Libraries and Librarianship.
11. Production, Publication, History and Care of Books.
12. National, State, and Local Collections, with Special Reference to Australia.
13. School and Children's Libraries
  - (A) General
  - (B) School
  - or (C) Children's Libraries.
14. Archival Theory.
15. History of Archives Institutions.
16. Archives and Records Management.

*Syllabus*

- 1.—*Books and Related Materials*
  - (a) Media of record and communication as elements in social and cultural history and in contemporary society: manuscripts, printed materials, sound recordings, radio, television, etc.
  - (b) Writing on clay, papyrus, parchment and paper. The alphabet. The manuscript roll and the codex.
  - (c) Letterpress printing, its invention and development. Lithographic printing.
  - (d) Methods of copying and aids in printing and duplication; contact, microfilm and other methods of

- photocopying, Typewriting, stencil, spirit and litho-offset duplication.
- (e) The parts and make-up of the book.
- (f) The manufacture, publication and distribution of books and serials, including periodicals.

- 2.—*Libraries*
  - (a) Record and communication in and through libraries, and the place of libraries in social and cultural history and in contemporary society.
  - (b) Archives and libraries.
  - (c) Manuscripts, printed materials; prints, pictures and other non-book materials in libraries.
  - (d) Book collectors and collecting as influences on library development.
  - (e) Ancient, medieval, renaissance and modern libraries and services in relation to education, science, technology and culture.
  - (f) Types of library and library service.
  - (g) Library co-ordination and co-operation.
  - (h) The profession of librarianship.
  - (i) Libraries, library services and librarianship in Australia, including subscription and school of arts or institute libraries, state, parliamentary and the Commonwealth National libraries, Munn-Pitt Report, the Free Library Movement and public libraries, school, university and special libraries, the Library Association of Australia.

- 3.—*Acquisition, Organization and Use of Books and Related Materials*
  - (a) Acquisition by purchase, gift, exchange and library deposit.
  - (b) Books and serials from selection through to the shelf, including ordering, receiving, accounting, cataloguing, classifying, shelf listing and shelving. Binding. (A knowledge of cataloguing codes and classification systems and of binding and repair methods and processes is not required.)
  - (c) The issue of books in and from libraries with records by book, borrower and date. Inter-library loans.

Photographic copying as a substitute for lending.

(d) Use of library and other catalogues, indexes and bibliographies.

(e) Reference work and information services, primary and secondary sources of information, and ready and other reference books, with a knowledge of the scope, organization and use of the following:  
 (A list of up to fifty reference works.)

4.—*Reference Work and Aids to Research*

A. RESOURCES

(a) Books and serials.

(b) Reference books, studied by subject and by type: yearbooks, dictionaries, encyclopaedias, bibliographies, indexes, abstracts, etc.

(c) Government publications, and guides, indexes, etc., to them. Publication of international organizations.

(d) House organs, trade catalogues, publishers' and booksellers' announcements and catalogues.

(e) Non-book materials: manuscripts, maps, illustrations, gramophone records, etc.

(f) Photocopies, microfilms, microcards, etc.

(g) Home-made aids: finding lists, local indexes, etc.

(h) Utilization of the resources of other libraries, as indicated and made available by  
 (1) bibliographical centres.  
 (2) catalogues of books and serials.  
   (i) library catalogues.  
   (ii) union catalogues.  
   (iii) current cataloguing and indexing services.  
 (3) inter-library loans.  
 (4) photocopying.  
 (5) co-operative storage.  
 (6) translation services.  
 (7) communication by correspondence, telephone, teleprinter, etc.

B. METHODS

(a) Reference work as part of library work and service. Relations of reference work with other functions, e.g., acquisitions, cataloguing, lending. Staff qualifications and training.

(b) Planning and equipment: layout for staff and reference books, furniture, telephones, work-space, reference rooms, inquiry and reference desks.

(c) Levels of reference work as determined by nature, scope and difficulty of inquiry.

(d) Varying methods and sequences of approach through catalogues, indexes, etc.

(e) Recording results.  
 (1) Supplying information by telephone and by correspondence.  
 (2) Recording inquiries and sources of information.  
 (3) Statistics.

5 (A-C).—*Library Administration*

(a) Principles and practice of administration, organization and management as applied to libraries.

(b) Control by councils, committees, boards of trustees, etc., through librarians and staff.

(c) Legislation, including by-laws and regulations.

(d) Centralization and decentralization.

(e) Budgeting.

(f) Staff recruitment, training and management.

(g) Buildings, equipment, supplies.

(h) Organization of services regionally, nationally and internationally. Co-ordination and co-operation.

(i) Public Relations, publicity. Library publications.

(j) Surveys of services and service needs.

(k) Compilation of reports and their submission to authorities.

(l) Principles and policy for the collection, selection and evaluation of library materials.

(m) Services for various types of users.

(n) The bibliography of librarianship.

General and with special reference as follows:—

5A.—*Public Libraries and Library Services, Local State, Commonwealth*

5B.—*University and College Libraries*

5C.—*Special libraries, subject Departments and Special Collections.*

6.—*Cataloguing and Classification A*

(a) Aims, theory and methods of descriptive cataloguing of all library

materials for all types of library.

(b) Critical study of LC Rules for descriptive cataloguing up to p. 7, of ALA Cataloguing rules for author and title entries... 1949, including specifications and definitions as follows:

1, 2, 3A, 5A (1) without a-c, B, C, (1)-(2), D-F, 19A, 20-23, 30A, 32 General rule only, 33 General rule only, 36-37, 38 First para. only, 39 A-B (1) (a-e), 40 A-D, 41-46, A-C, 48, 55 General rule only, 57 First para. only, 71-2, 74-5, 81A, 91-2, 93A-B, E, 132 First para. only, 135A, 144 First para. and A only. The Glossary.

(c) Main and added entries including analytical entries. References. Tracing notes. Unit cards.

Candidates may be expected

(i) to draft entries from title pages or title page transcriptions in the form and style of the following examples:—

(ii) to give author and title headings and references for particular persons, societies, institutions, classes of material, etc., according to the ALA rules listed in (b).

Candidates may not take the ALA rules or any other code into the examination room; they will not be asked to quote the exact wording of any rule or to cite any rule by number.

(d) Critical study of the treatment in the ALA rules, the British Museum rules and the Prussian Instructions of the following: corporate entry, anonymous entry, pseudonymous entry and the entry of serials.

(e) Library cataloguing as affected by the availability of bibliographies and indexes.

(f) The physical form of the catalogue: card, sheaf, looseleaf and bound volume.

(g) Published library catalogues including British Museum Library Catalogue, the Library of Congress Catalog and the United States National Union Catalog.

(h) Centralised, union and co-operative catalogues and cataloguing such as services provided by the Commonwealth National Library, Commonwealth Scientific and Industrial Research Organization, Australian State Library Boards, Library of Congress, Council of the British National Bibliography. Standard catalogues, e.g. the H. W. Wilson standard catalogue series. Cataloguing in source.

(i) Alphabetical arrangement of entries including subject entries in dictionary and divided catalogues. The ALA rules for filing catalog cards... 1942 as follows:—

1. Basic rule, 5. Abbreviations (a) only, 7. Initial article (a) only, 11. Hyphenated and compound words, 19. Surname entries, 22. Firm names, 24. Order of entries (a) classed order, only, 25. General arrangement under author, 27. Corporate entries, 31-32. Place arrangement, 36. References, 37. Title arrangement.

(j) Comparison of author and title entry in the dictionary and in the classified catalogue.

7.—*Cataloguing and Classification B*

(a) Principles, purposes, problems and methods of

(i) the arrangement of all library materials for all types of libraries.

(ii) subject catalogues, literature indexes and bibliographies.

(A knowledge of the application of logical or philosophical theory will not be required.)

(b) Methods of arrangement and grouping of subjects, notation methods including number building, and the treatment of forms, aspects and processes, especially in DC, UDC and LC.

(Knowledge will be expected of Dewey's own introduction to DC as published in the 14th and 16th editions, of the editor's introduction to the 16th, and of the Introduction to the 2nd Abridged English edition of UDC.)

(c) The use of general and special classifications in abstracting journals such as Plant Breeding Abstracts,

Electrical Engineering Abstracts, Physics Abstracts, Chemical Abstracts, Fuel Abstracts, Library Science Abstracts.

- (d) The classified catalogue, including its alphabetical indexes and the chain procedure method of alphabetical subject indexing.
- (e) Book numbers and call numbers.
- (f) Specific entry in alphabetical subject catalogues, literature indexes and bibliographies.
- (g) Subject headings lists and files and their use in cataloguing and in catalogue maintenance. Published lists such as Library of Congress and Sears.
- (h) The form, punctuation and arrangement of subject headings.
- (i) Practical work. For books or descriptions of them or of subjects candidates may be asked to give

EITHER

DC or UDC shelf numbers and dictionary catalogue specific entry headings and references thereto

OR

DC or UDC shelf and classified catalogue numbers and indexing.  
(Candidates must provide themselves with ONE and may take into the examination room ONE only of the following:—

DC	14th edition
	15th edition
	16th edition
UDC	Second abridged English Edition, 1957
	Trilingual edition.

Subject headings lists may not be taken into the examination room.)

#### 8.—Advanced Cataloguing and Classification

- (a) The theory and history of the cataloguing, indexing and arrangement of books and related materials.
- (b) Basic principles and variations in the following codes: British Museum cataloguing rules, A.L.A.-L.A. Cataloguing rules for author and title entries, 1908, A.L.A. Cataloguing rules, 1949, Rules for descriptive cataloguing in the Library of Congress, Prussian Instructions, Rules for the catalog of printed books in

the Vatican Library.

- (c) Alphabetical subject indexing: Watt's Bibliotheca Britannica, Crestadore's Concordance of title catalogues and index-catalogues, British Museum Subject index, Poole's and H. W. Wilson Periodical indexes, Billings' Index catalogue, Cutter's Athanaeum catalogue and his specific entry, Anderson's Guide, Metcalfe's Tentative code, the ALA Subject headings lists, the Congress Catalog and lists, the Engineering Index, Kaiser's Concrete-process indexing, Taube's Uniterm indexing, Ranganathan's Chain procedure indexing.
- (d) The dictionary catalogue: organization, arrangement and maintenance. Basic principles and variations in alphabetical arrangement of headings.
- (e) Classified subject indexing and shelf arrangement. Brunet's Manuel du libraire et de l'amateur de livres, fixed location arrangement and catalogues, the Dewey system of relative location and relative indexing, Dewey's and later classification tables: DC, UDC, EC (Cutter), LC, SC (Brown), BC (Bliss), CC (Ranganathan).
- (f) The classified catalogue: organization, arrangement and maintenance.
- (g) Otlet, documentation, UDC and FID. Information retrieval. Punched cards. Co-ordinate and mechanical indexing. The methods and machines of Batten, Taube, Shaw, Mooers, Samain, Perry, Wise and others.
- (h) Cataloguing, classification, indexing of special materials, for example: pamphlets, trade catalogues, maps, manuscripts, printed music, pictures, films, film strips, slides, gramophone records and tape recordings.
- (i) Trade bibliography, with special reference to British, American, Australian.
- (j) National bibliography, with special reference to British, American, Australian.

- (k) Centralized, union and co-operative catalogues and cataloguing services. Standard catalogues.
- (l) Abstracting journals: purpose, compilation, issue, arrangement and indexing.
- (m) Physical forms of catalogues, bibliographies, and indexes. Reproduction and publication of catalogues, for example, British Museum and Library of Congress.
- (n) Physical arrangement and recovery of books and related materials. Closed and open access. Size divisions. Alternatives to overall subject classified arrangements. Class numbers and book numbers. The shelf list.
- (o) Cataloguing and classification in library administration, organization and planning. Cataloguing and processing departments. Training for cataloguing.

**9.—Book Selection, Collection Building, Assistance to Readers and Aids to Research**

- in (A) the Social Sciences
- or (B) Science and Technology
- or (C) The Humanities

A-C are alternatives. Candidates are required to name which of A-C they intend to take when applying for admission to the examination.

Emphasis in each paper will be on Book Selection, Collection Building, Assistance to Readers and Aids to Research in one of the three subject fields; questions will not be set on a candidate's subject knowledge within his chosen field.

- (a) Book selection and collection building in the chosen subject field
  - (i) aims, methods and aids
  - (ii) influence of kind of library, or library department, and its functions
  - (iii) current and retrospective selection and acquisitions
  - (iv) sources of new and second-hand material
  - (v) co-operation in selection and use of material
  - (vi) "weeding" and transfers of items, including duplicates
  - (vii) the evaluation of collections
- (b) Assistance to readers: aims, methods and aids. Reference work; readers' advising, in the chosen subject field.
- (c) Aids to research in the chosen subject field
  - (i) Primary and secondary materials
  - (ii) Reference books
  - (iii) Serials
  - (iv) Publications of governments and of international organizations
  - (v) Literature indexes, bibliographies and catalogues, including library catalogues and union catalogues
  - (vi) Micro-copying and other photographic copying methods.

**10.—The History and Comparative Study of Libraries and Librarianship**

- (a) The history of libraries generally to the end of the 15th century, and thereafter in Europe including Russia and in North America and the British Commonwealth of Nations.
- (b) Archives, archives repositories and libraries.
- (c) The contemporary pattern of libraries in Australia, Great Britain and the Commonwealth, the United States of America, Scandinavia, Europe and Russia: their provision, control, organization, resources, services and current problems.
- (d) The profession of librarianship: its history, responsibilities and current problems. Professional associations.

**11.—The Production, Publication, History and Care of Books**

**History:** Forms and materials of the book before the invention of typography in Europe. History of writing. Transition from the manuscript to the printed book.

**Paper:** Raw materials and their treatment. Hand made and machine made paper. Applications of the study of paper to the care and description of books.

**Typography:** Type casting, machine composition; type faces, sizes; design and lay-out of pages, imposition, make-ready, press-work; other processes of printing.

e.g., stereotype, electrotype, photo-litho-offset; modern developments in type casting; near print and its possibilities. In studying this section attention should be paid to the work of outstanding type designers and printers and to types used by great publishers in Germany, the Low Countries, France, Italy, Switzerland, England, and the United States.

**Illustration:** Relief, intaglio and planographic processes both hand and photo-mechanical, and their history. Candidates should be able to identify prints and to criticise the use of the various processes in books.

**Binding:** Hand binding, publishers' casing. Processes and materials. Identification and choice of binding materials. Causes of deterioration of leathers. In studying this section attention should be given to methods of reinforcing cases such as those employed by library binding firms, and to casing. History of binding and the main historical styles of decoration. Methods of requisitioning and checking binding for libraries. The care of books. Book storage.

**Bibliographical description of incunabula and of other early and rare printed books.**

**Publishing and Bookselling:**

- (i) History and current developments, with special reference to Australia.
- (ii) Library deposit. Copyright.
- (iii) Relations between authors and publishers.
- (iv) Relations between booksellers and publishers. Agreements, book clubs and societies, subscription books.
- (v) Second hand bookselling. Auctions.
- (vi) Valuing of books.

**Scope and use of the following reference books:**

National bibliographies, both discontinued and current series should be examined for England, France, Germany, the United States, Australia and New Zealand.

**Book-Auction Records:** Lond. Vol. 1, pt. 1, 1902-3, to date.

**American Book-Prices Current:** N.Y. Vol. 1, 1895, to date.

**British and Foreign Bible Society: Historical catalogue of printed editions of Holy Scripture.** 4 vols. Lond. 1903-11.

**British Museum: Department of Printed Books. Catalogue of books printed in XVth century.** Pt. 1-8, 1908-1949.

**British Museum: Department of Printed Books. Catalogue of books printed in England, Scotland and Ireland and of books in English, printed abroad, to the year 1640.** 1884.

**Wing, D. C.—Short-title catalogue of books printed in England, Scotland, Ireland, Wales, and British America and of English books printed in other countries, 1641-1700.** 3 vols. 1945-51.

**Brunet, J. C.—Manuel du libraire et de l'amateur de livres.** 5th ed. 1861-1880.

**Clegg's International Directory of the World's Book Trade,** 1899—

**Gesamtkatalog der Wiegendrucke,** 1925—

**Hain, L.—Repertorium [of incunabula],**

1826-1838.

[Also Reichling's Appendices. 1905-11.]

**Lewine, J.—Bibliography of eighteenth century art and illustrated books.** 1898.

**Lowndes, W. T.—Bibliographer's manual of English literature.** New ed. 6 vols. 1869.

**Putnam, G. H.—Books and their makers during the Middle Ages.** 2 vols. 1896-7.

**Ransom, W.—Private presses and their books.** 1929.

**Slater, J. H.—Engravings and their value.** Rev. and enl. by F. W. Maxwell-Barbour. 6th ed. [1929].

**Updike, D. B.—Printing types, their history, forms and use.** 2nd ed. 2 vols. 1937.

**Periodicals** [Use as reference tools but check for useful reading material.] **Australasian Printer.** Syd. Bookseller. Lond. **British Books.** Lond. Publishers' Weekly. N.Y. Penrose Annual. Lond.

12.—**National, State, and Local Collections, with Special Reference to Australia**

Origins and history, in outline, of world's principal national collections and of Australian collections of national or State significance.

**Scope, Function and Use**

Selection and acquisition; library de-

posit; copying projects; cataloguing and classifying; bibliography; reference and research; assistance to readers and correspondents; extension and circulation services; inter-library loan and co-operation, national and international; photographic and other methods of copying and reproduction; public use of private papers; copyright; censorship.

Special materials including rariora; pamphlets; serials; manuscripts, literary, historical, etc.; newspapers; cuttings; cards, etc.; maps, charts and plans, pictures including prints, photographs, negatives, etc., microfilm and other photographic copies; archival collections, official, business and private; preservation, binding, repair and restoration. Reference and research aids, including bibliographies of all kinds; finding aids; sale catalogues; encyclopaedias and dictionaries; yearbooks; almanacs; serials; directories, gazeteers and atlases; genealogical and biographical guides and handbooks.

#### *Organization and Administration*

Provision; finance; planning; accommodation; equipment; staffing; training and qualifications of staff; relations of national, state and local collections to general and other collections that may be in the same institution; influence of private collectors and collections.

#### *13.—School and Children's Libraries*

The term children includes adolescents.

The paper will be in three parts: A. General, B. School Libraries, C. Children's Libraries. All candidates must attempt A. General, and either B. School Libraries or C. Children's Libraries, and in applying for admission to the examination must say which alternative they wish to attempt.

##### **A. GENERAL**

- (a) Responsibility of library authorities, education authorities, etc., for the provision of library service to children, and co-operation between them. Comparative scope and functions of school and children's librarians.
- (b) Training and qualifications of school and children's librarians.
- (c) The history of children's literature. The content and format of children's

books as a basis for the criticism and selection of children's books. Books for children of various ages and reading ability, imaginative literature, factual and reference books, abridged and simplified editions, periodicals. A first-hand knowledge of representative children's books, authors and illustrators will be expected.

- (d) Bibliographical aids in the selection and acquisition of children's books.
- (e) Selection and use of non-book materials.
- (f) The needs and interests of children as served by libraries. Work with children of various ages. Activities such as story-telling, book reviews, hobby clubs, class instruction, book talks to children and adults. Child participation in library work.
- (g) The application and adaptation of general library techniques in school and children's libraries.
- (h) The promotion of school and children's libraries and their use.

##### **B. SCHOOL LIBRARIES**

- (i) Provision, administrative relations, organization and staffing of school libraries in Australia and overseas.
- (j) Use of the library in class teaching, projects, activities, etc. The library period.
- (k) The library in relation to the teaching of reading, reading guidance and remedial reading.

##### **C. CHILDREN'S LIBRARIES**

- (l) Provision, administrative relations, organization and staffing of library services for children in Australia and overseas.
- (m) Relationship of children's libraries to youth clubs, craft centres, playgrounds, etc.
- (n) Provision of service to children in hospitals, child welfare institutions, etc.

#### *14.—Archival Theory*

Archival theory. Transfer arrangements and description of archives. Publication of finding-aids. *Historical Records of Australia* and other publications of documents, including the National Library/Mitchell Library joint copying project.

15.—*History of Archives Institutions*

History of archives institutions at home and abroad. Particular reference to Australia, New Zealand, Great Britain, United States, France, South Africa, Canada, Ireland and Germany. Legislation. Custody. Relations between creating bodies and archives institutions.

16.—*Archives and Records Management*

Archives and records management. Physical preservation of archives. Copying, binding. Shelving, buildings. Creation of records in departments and institutions, firms, etc. Disposal programmes, destruction and sampling. Access, reference and research.

DIPLOMA

[As given in 1960 Handbook, p. 35]

ELEMENTARY EXAMINATION

NOTE: Members who have passed the Elementary Examination are not qualified thereby for any certificate issued by the Association, or for Professional Membership of the Association.

The Elementary Examination is not a prerequisite for the Registration Examination and a pass in its does not count towards the Registration Examination in any way or as a substitute for any paper or papers of the Registration Examination.

The Elementary Examination consists of two three-hour papers which must be taken and passed together.

*Syllabus*

E1. [As given in *Handbook* for present P1.]  
E2. [As given in *Handbook* for present P2 but omitting (b) vi.]





*Why should this book be in your library?*

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